DOCUMENT RESUME

ED 482 868 PS 031 707

TITLE	Georgia's Pre-K Program: 2003-2004 School Year Pre-K Providers' Operating Guidelines.
PUB DATE	2003-07-00
NOTE	93p.; Produced by Georgia Office of School Readiness.
AVAILABLE FROM	Georgia Office of School Readiness, 10 Park Place, South, Suite 200, Atlanta, GA 30303. Tel: 404-656-5957; Fax: 404-651-7184; Web site: http://www.osr.state.ga.us. For full text: http://www.osr.state.ga.us/FYIGuide2004.pdf.
PUB TYPE	Guides - Classroom - Teacher (052) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	Administrator Guides; Budgeting; Delivery Systems; Educational Practices; Educational Quality; Eligibility; Enrollment Management; Equipment Maintenance; Fees; *Guidelines; Instructional Materials; Preschool Children; Preschool Curriculum; *Preschool Education; Preschool Teachers; Program Guides; School Community Relationship; Staff Development; State Programs; *State Regulation
IDENTIFIERS	*Georgia; Student Support Services

ABSTRACT

This guide details the 2003-2004 program guidelines for Georgia prekindergarten programs, designed to assist educators in providing a quality educational prekindergarten program to eligible 4-year-olds and their families. Guidelines are delineated in six major areas: (1) operation and services, including eligibility, enrollment, instructional services/curriculum, equipment and materials, service delivery, resource coordination/support services, and program fees; (2) personnel and training, including requirements for lead teachers, teacher assistants, and resource coordinators; (3) funding, including contract notification and initial budgets, expenditures requirements, reimbursement process, and audit and accounting requirements; (4) report requirements; (5) community involvement; and (6) select information for new and expansion programs. The guide's 12 appendices include the state content standards, a program quality assessment instrument, and other state forms. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 482 868

OFFICE OF SCHOOL READINESS

on the right track

Georgia's Pre-K Program

2003-2004 School Year Pre-K Providers' Operating Guidelines

PS 031707

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

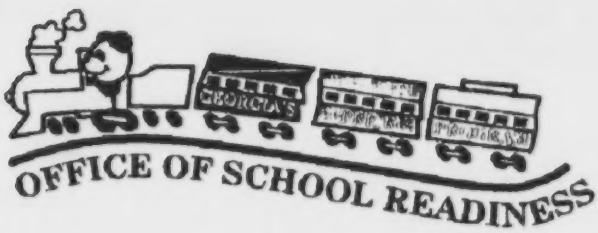
Marsha Moore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

10 Park Place South, Suite 200
Atlanta, Georgia 30303
404.656.5957
Toll Free 1.888.4GA.PREK
http://www.osr.state.ga.us

BEST COPY AVAILABLE



INTRODUCTION

Enclosed is a copy of the *Office of School Readiness, 2003-2004 School Year Pre-K Providers' Operating Guidelines*, effective July 1, 2003. Key program components are listed in the Table of Contents for easy reference.

We, at OSR, hope that this document will assist you in providing a quality educational Pre-K program to eligible four-year-old children and their families during the 2003-2004 school year. In order to ensure program compliance and the provision of quality service, all Pre-K providers must be familiar with and implement these guidelines. This document is intended to reduce paperwork, to provide clarity, and to offer guidance to current and new Pre-K providers.

We appreciate your comments and suggestions. Thank you for your participation in Georgia's Pre-K Program!

Daphne Haley, Director
Prekindergarten Division

2003-2004 Georgia Pre-K Program Guidelines

TABLE OF CONTENTS

INTRODUCTION

OPERATION AND SERVICES

1.0 General Program Operations and Services Information
1.1 Purpose
1.2 Dates of Service
1.3 Days of Service

2.0 Child/Family Eligibility
2.1 Age Requirement
2.2 Residency Requirement
2.3 Parent Requirement
2.4 Non-eligible Children
2.5 Category One Definition
2.6 Category Two Definition

3.0 Enrollment
3.1 Open Enrollment
3.2 Category One and Category Two Designation After Enrollment
3.3 Local School Attendance Zones
3.4 Procedures for Disenrollment or Suspension of a Child from the Program
3.5 Procedures for Chronic Absenteeism or Tardiness
3.6 Health Services
3.7 Children with Disabilities

4.0 Instructional Services/Curriculum
4.1 Curriculum
4.2 Lesson Plans
4.3 Assessment
4.4 Parent Participation
4.5 Student Discipline
4.6 Record Keeping

5.0 Equipment, Materials, and Supplies
5.1 Maintenance
5.2 Playground Equipment
5.3 Instructional Technology
5.4 New/Expansion Equipment, Materials, and Supplies

6.0 Delivery of Services
6.1 Classroom Delivery
6.2 Program Delivery
6.3 Orientation
6.4 Licensing
6.5 Substitutes
6.6 Rest Time
6.7 Other Program Components
6.8 Program/Staff Hours
6.9 Transportation
6.10 Extended Day (Before and After School Care)

7.0 Resource Coordination/Support Services
7.1 Service Delivery
7.2 Medicaid Administrative Claiming Process
7.3 Objectives
7.4 Support Services to All Children
7.5 Support Services to Category One Children
7.6 Resource Coordination Services (if applicable)
7.7 Record-Keeping Requirements
7.8 Full-time Resource Coordinator (RC) Hours/Caseload
7.9 Duties

8.0 Program Fees
8.1 Instructional Program Fees
8.2 Extracurricular Activities
8.3 Fee Structure
8.4 Category One Fees
8.5 Category Two Fees
8.6 School Uniforms
8.7 Graduation

9.0 OSR Technical Assistance
9.1 Regional Consultant Support
9.2 On-Site Evaluation
9.3 Peer Review Process

PERSONNEL AND TRAINING
10.0 General Personnel and Training Information
10.1 Criminal Background Checks
10.2 Employees
10.3 Salaries

11.0 Lead Teachers
11.1 Days of Service
11.2 Age Requirement
11.3 Credential/Certification Requirements
11.4 Out-of-Country Credentials

12.0 Teacher Assistants
12.1 Days of Service
12.2 Employment Requirements
12.3 Substitute Teacher Employment Requirements
12.4 Exceptions to Minimum Age Requirement

13.0 Resource Coordinators (RCs)
13.1 Days of Service
13.2 Employment Requirements

14.0 Training Requirements
14.1 Attendance at Training
14.2 Curriculum/Training Options
14.3 Importance of Training
14.4 Purpose of Teacher Training
14.5 Training Reimbursement to Staff

FUNDING
15.0 Contract Notification and Initial Budgets
15.1 Awarding of Contracts
15.2 Notification and Contract Awards
15.3 Class Budgets
15.4 Contract Signatory
15.5 Multi-County and Multi-Program Pre-K Providers
15.6 Funding Calculation
15.7 Start-Up/Operating Contracts

16.0 Expenditures Requirements
16.1 Expenditure Guidelines

17.0 Reimbursement Process
17.1 Automatic Deposit of Funds
17.2 Start-Up Funds
17.3 Enrollment Requirements for Funding
17.4 Payments
17.5 Schedule of Payments
17.6 Calculation of Payments

18.0 Funding Information
18.1 Program Summary Chart
18.2 Local School System Salary Information

19.0 Audit and Accounting Requirements
19.1 Reconciliation Report
19.2 Private Nonprofit (PNP) Audits
19.3 Right to Audit
19.4 Random Reviews
19.5 Multi-County Pre-K Provider Budgets
19.6 Tracking of Pre-K Funds
19.7 Fraudulent Use of Funds

20.0 Other Considerations
20.1 Inappropriate Lead Teacher
20.2 Inappropriate Staff/Child Ratios
20.3 Ineligible Birthdates
20.4 Noncompliance

REPORTING REQUIREMENTS
21.0 2003-2004 School Year Critical Reporting Dates

COMMUNITY INVOLVEMENT
22.0 Local Coordinating Council
22.1 Participation
22.2 Activities
22.3 Policy Development

SELECT INFORMATION FOR NEW AND EXPANSION PROGRAMS
23.0 New and Expansion Program General Information

APPENDICES
Appendix A – Content Standards
Appendix B – Georgia's Pre-K Program Quality Assessment (PQA) Instrument
Appendix C – PQA Scoring and Definitions
Appendix D – Basic Equipment, Materials, and Supplies Inventory List
Appendix E – Teacher Waiver Request
Appendix F – Parent Acknowledgement Form
Appendix G – Parent Orientation
Appendix H – CAPS Form
Appendix I – Roster Information Form
Appendix J – Reconciliation Report
Appendix K – Staff Development Plan Form
Appendix L – Staff Development Sample Plan

OPERATION AND SERVICES

1.0 General Program Operations and Services Information

1.1 Purpose

The purpose of the Pre-K program is to provide full day (6.5 hours of instructional services), five days per week, 36 weeks (180 days) per year of appropriate educational/instructional services to eligible four-year-old children.

1.2 Dates of Service

The 2003-2004 school year Pre-K program shall operate within the dates stated in your contract.

1.3 Days of Service

Pre-K programs shall operate instructional and resource coordination (RC) programs (if applicable) for children and families for a minimum of 180 days.

2.0 Child/Family Eligibility

2.1 Age Requirement

Children must be four years of age on September 1, 2003, based on acceptable documentation, such as birth certificates, passports, official medical documents, or official documents from other countries. Only age-eligible children whose birthdates are from September 2, 1998 through September 1, 1999 are eligible for participation in the 2003-2004 school year. Proof-of-age eligibility must be on file the day the child begins the Pre-K Program.

Children who are five years of age on September 1, 2003, and have late birthdays (birthdays in June, July, and August) or have delayed language and/or social skills or small physical size which would impact their readiness for school may enroll in the Pre-K program at the request of their parents **IF** they did not attend the Pre-K Program as four-year-olds. Parents and teachers are encouraged to consider the child's date of birth, physical maturity, emotional maturity, and prior experiences when making the decision about whether to enroll the child in the Pre-K program at age four or five. Parents of five-year-old children will be asked to sign a Parent Acknowledgement Form (included in Appendix A) indicating that the child did not previously attend Georgia's Pre-K program. Providers may copy this document on company and/or location letterhead.

Children are eligible to attend Georgia's Pre-K for one year only. Parents must choose to enroll the child at age four or five. Children who attend Pre-K will transition to public school kindergarten the following year. OSR will review requests for children to repeat Pre-K on a case-by-case basis. All such requests should be submitted in writing to the Pre-K Division Director and include the reason(s) for the request, copies of the completed assessment tool with supporting documentation, doctor's recommendations, etc.

2.2 Residency Requirement
The child must be a Georgia resident. For purposes of this program, Georgia resident is defined as a child who resides in the state of Georgia.

2.3 Parent Requirement
A parent must agree to send the child to the Pre-K Program for 6.5 hours of instructional time, five days per week, 180 days per year. A child who is chronically tardy or absent can be disenrolled from the program. A child who is not enrolled in the extended day program and is not picked up at the end of the Pre-K day on a regular basis can be disenrolled.

2.4 Age-ineligible Children
OSR requires that Pre-K providers operate full programs with age-eligible children. In the event a full class of age-eligible children is not attainable, OSR may approve placement of no more than three children per class, of certain younger or older children at provider's/parent's expense.

Note: Pre-K providers desiring this option must obtain a written waiver from the Prekindergarten Division Director prior to enrollment. Non-eligible children cannot be submitted for reimbursement on OSR rosters.

2.5 Category One Definition
Category One child eligibility is defined as the child's participation in one of the following: Food Stamps, SSI, Medicaid, Temporary Assistance to Needy Families (TANF), or PeachCare for Kids. Documentation of the child's participation should be verified and kept on file for review. Children who participate in the free and reduced meal program through the center/school in which they attend may also be counted if income eligibility is verified on each child and kept on file for review.

2.6 Category Two Definition
Category Two children are those who do not meet the requirements for Category One eligibility.

3.0 Enrollment

3.1 Open Enrollment
Enrollment for the program must be open and nondiscriminatory. Enrollment based on a first-come, first-served policy is an acceptable option. Providers will develop written policies to meet the needs of children and families in the community. The written enrollment policies should be kept on-site and available to parents (at their request). The definition and implementation of such policies are determined by individual providers. **Providers cannot require immunization or EEDs as a condition of initial enrollment.** Providers cannot require upfront payment of meal fees or participation in summer programs as a condition of enrollment. A child cannot be denied participation in the program pending verification of his/her status related to Category One or extended day services. Children cannot be denied participation on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in educational programs.

3.2 Category One and Category Two Designation After Enrollment

It is the provider's responsibility to determine Category 1 or Category 2 designation. Documentation should be on-site to indicate that this information has been requested from families. It is not necessary or recommended that children be identified as Category One and Category Two at the time of enrollment. This information will be reported to OSR beginning with the first class roster.

3.3 Local School Attendance Zones

A child who resides within the local school system, but not within the attendance zone of the specific school providing the Pre-K program, may not be denied service, but may be placed on a waiting list until all children who do reside within the attendance zone of the specific school are enrolled. A child who resides within another local school system's attendance zone may not be denied service, but may be placed on a waiting list until all children who do reside within the district are enrolled, and may be required to pay out-of-district tuition depending on local board of education policies.

3.4 Procedures for Disenrollment or Suspension of a Child from the Program

Disenrollment requires prior OSR approval. Once a child has been enrolled, he or she cannot be disenrolled or suspended from the Pre-K program, unless it is determined that he/she is:

- not benefiting from the program
- chronically disruptive
- causing harm to himself or herself or others
- chronically tardy or absent from the program (see section 3.5 for additional information)
- late pickup from Pre-K when the child is not enrolled in extended day program

Note: Age-ineligible children who are enrolled at parent expense will be disenrolled if age-eligible children enroll and the class no longer has space to serve the age-ineligible children.

Disenrollment Procedures

Submit the following information to the Prekindergarten Division Director for approval prior to disenrollment:

- List the reason(s) why disenrollment is being requested
- List the attempted interventions used to help the child benefit from the program
- Attach all documentation of written correspondence and meeting notes showing ongoing involvement with the parents
- Attach list of Resource Coordinator actions, if applicable
- Attach behavioral and instructional observations of the child supporting the reasons for requested disenrollment
- List documentation of consultation with local school system special needs personnel, results of application of suggested interventions and indicate the status of special education referral, if applicable

Suspension Procedures

- Immediate suspension for up to 2 days can be made at any time the Pre-K Provider has a situation where a child is causing harm to himself or herself or others. No OSR prior approval is needed.
- OSR must be notified in writing that such action has been taken immediately upon suspension.
- Extended suspension (i.e., more than 2 days and/or more than 3 incidents of immediate suspension) requires prior OSR approval. Submit the following information to the Prekindergarten Division Director for approval prior to extended suspension.
    - List the reason(s) why extended suspension is being requested
    - List the attempted interventions used to help the child benefit from the program
    - Attach all documentation of written correspondence and meeting notes showing ongoing involvement with the parents
    - Attach list of Resource Coordinator actions, if applicable
    - Attach behavioral and instructional observations of the child supporting the extended suspension
    - List documentation of consultation with local school system special needs personnel, results of application of suggested interventions and indicate the status of special education referral if applicable

Note: Disenrollment or extended suspension without prior OSR approval will automatically place a school/center on probation.

3.5 Procedures for Chronic Absenteeism or Tardiness

Children who do not attend on a regular basis, are routinely late, or routinely leave the program early should be referred to the Pre-K Project Director or Resource Coordinator (RC). A meeting with the parent should occur to determine the reason(s) for the problem and identify ways to resolve the problem. Inability to resolve the problem after documented interventions should be referred in writing to the Prekindergarten Program Division Director for assistance/guidance. Chronic tardiness is defined as late arrival or early departure more than once per week. Chronic absenteeism is defined as missing more than two days per month without medical or other reasonable explanation. Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern(s). For example: if a child is late every Monday or absent every Tuesday or leaves early every Friday. Providers are required to provide documentation of intervention with parents/guardians of children who meet the definition of chronically tardy or absent. Children who continue to be chronically tardy or absent after intervention must be disenrolled.

Children who do not attend class, are late or leave early for ten consecutive days without a medical or other reasonable explanation, **must** be removed from the roster and OSR must be immediately notified in writing that such action has been taken.

3.6 Health Services

All children attending Georgia's Pre-K Program must have a Certificate of Eye, Ear and Dental Examinations (Georgia Department of Human Resources Form 3300) and a DHR Certificate of Immunization Form 3231 (Revised 1/2000). Form 3231 must have either the "date of expiration" or

"school attendance" block checked. Children who attend Pre-K must be up-to-date on all immunizations required for school entry plus Haemophilus influenza type B (Hib) vaccine.

Children may register prior to completion of these examinations and certificates. However, the Certificate of Eye, Ear and Dental Examinations (EEDs) must be on file within 90 calendar days, and immunization certificates must be on file within 30 calendar days of the start of the child's Pre-K program. Children are not required to have evidence of age-appropriate immunizations or certificates prior to these 30-day or 90-day time lines. Expired certificates should be updated within 30 calendar days of the expiration date.

Pre-K providers should work with health departments and other health professionals to secure basic screens within the 90-day time frame. Health Checks for Category One children are recommended. If the child is Medicaid eligible, OSR recommends that the RC or Pre-K provider work with the health department to secure screens and/or Health Checks as soon as possible. Children should be referred or taken, with parent permission, to the health department when a health related problem is suspected.

Pre-K providers shall make every effort to follow-up on "untestable" status of EEDs or assist parents in getting the child screened. If a box is marked "Needs Further Professional Examination", it is expected that the Pre-K site will have documentation of the follow-up that is occurring (doctor's notes, scheduled appointments, information from parents, etc.)

The Pre-K provider shall ensure that evidence of age-appropriate immunizations or signed religious beliefs affidavits against such immunizations are maintained for each Pre-K child. Immunizations must be up-to-date or affidavits must be on file within 30 calendar days of the start of the child's Pre-K program. Pre-K providers should assist Category One families to obtain these immunizations within the 30-day time frame.

When children enter the program later in the year, the Pre-K provider will make every effort to obtain EEDs as soon as possible to identify any follow-up needed. Waiting 90 days to obtain EEDs for children, who enroll later in the school year, may not leave sufficient time to identify problems, which could hinder the child's ability to learn.

3.7 Children with Disabilities

A child who is eligible for the Pre-K Program and is identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the Pre-K program. Appropriate special education and related services placement is determined by the child's Individualized Education Program (IEP) and recommendations of the placement committee.

When the Pre-K provider refers a child suspected of having disabilities to the local school system, the referral request must be submitted to the special education program in the public school system in which the child resides.

Note: Dual enrollment in public school system preschool disabilities classes and Georgia's Pre-K program is acceptable.

4.0 Instructional Services/Curriculum

4.1 Curriculum

The Pre-K provider shall provide a complete educational program in accordance with age-appropriate instructional practice and use an OSR approved curriculum. Approved curriculum choices include Bank Street, Creative Curriculum, High/Scope, 2003-2004 HighReach Butterflies, 2003-2004 HighReach Framework, Montessori, Scholastic Workshop, or an OSR approved locally developed curriculum. The curriculum choice designated in the Pre-K contract should be implemented and may not be changed without prior approval from OSR.

Note: Best Practices is not a curriculum choice. It is an in-service teacher training initiative that supports all curricula.

A program using the Montessori Curriculum must have a Montessori credentialed lead teacher to be in compliance. The lead teacher with Montessori credentials could also be certified or have a four-year-degree and receive payment at those higher levels.

Providers using an OSR approved locally developed curriculum must submit a staff development plan for the 2003-2004 school year to OSR by September 5, 2003.

No new locally developed or commercial curricula will be considered for approval for the 2003-2004 school year.

4.2 Lesson Plans

Written lesson plans containing specific instructional activities are required for a minimum of 5.0 hours per day. These plans should be based on OSR content standards and include educational experiences in the areas of language/literacy, math, science, social studies, creative (music, movement, art, and drama), social and emotional, and physical development. A corresponding learning goal should be included on the lesson plan with each of the planned activities. The remaining 1.5 hours of the instructional day, consisting of meals, nap time and/or outside play, etc., may be included in written lesson plans.

4.3 Assessment

The Pre-K provider shall ensure that child assessment procedures reflect appropriate practices for young children. Instructional staff shall maintain and update a portfolio for each child in the Pre-K Program. This type of assessment for young children involves teachers documenting specific skills learned by students through the use of anecdotal observations, portfolio artifacts, and curriculum assessment tools.

Observations should be organized by the child's name and domain. These observations will reflect the children's ongoing growth and development in all domains (language/literacy, math, science, social studies, creative, physical, and social/emotional). All observations and portfolio artifacts should be dated.

Standardized tests or locally created assessment tools must receive prior written approval from a Pre-K consultant prior to use in the Pre-K program. Any formal assessment instruments used should be valid, reliable, culturally sensitive, and individually administered by trained personnel.

Note: Use of pass /fail criteria or letter grades are inappropriate practices.

In order to support this program component, teachers are encouraged to attend Best Practices Observation and Portfolio Management training sessions. This training is available for teaching staff who have completed their curriculum training. Advanced Best Practices Observation and Portfolio Management training sessions will be offered during the 2003-2004 school year.

The portfolio will be shared with parents at the two documented parent-teacher conferences required during the school year.

The completed assessment tool, documentation of conferences, and behavior logs should be retained for a minimum of three years as specified in your contract.

4.4 Parent Participation

The Pre-K provider shall make opportunities available for parents to participate in their child's educational experience. Parents should be encouraged to volunteer their time, talents, and experiences in the classroom. Additionally, the Pre-K provider shall offer parent meetings. At least two documented individual conferences per year between the teachers and parent/guardian shall be held to discuss the child's growth and development. Documentation of these conferences will be kept in each child's on-site file.

4.5 Student Discipline

No employee shall use any form of corporal punishment (which includes but is not limited to paddling, striking, or hitting) as a method of discipline in Georgia's Pre-K Program. Providers licensed by OSR can also refer to the discipline section 591-1-1-.11 in *Rules of the Office of School Readiness, effective March 1, 1998.*

4.6 Record Keeping

The Pre-K provider shall retain the following records for a minimum of three years as specified in your contract for Pre-K services:

- daily child attendance records
- class enrollment rosters
- age documentation
- assessment information
- parent orientation and conference documentation
- lesson plans
- Category One documentation
- receipts for purchases charged to Pre-K program

Current year records should be maintained at the Pre-K site.

5.0 Equipment, Materials, and Supplies

5.1 Maintenance

Pre-K providers shall maintain adequate and appropriate equipment, materials, and supplies for each Pre-K classroom. All materials shall be in good repair. Please refer to *Appendix D*, Basic Equipment, Materials, and Supplies Inventory List for recommendations.

5.2 Playground Equipment

All indoor Pre-K classrooms must be fully equipped (as verified by the OSR Pre-K consultant) to serve the designated children per class prior to outdoor playground expenditure purchase approval(s).

Purchase requests for stationary playground equipment will be reviewed on a case-by-case basis and require prior approval from the OSR Pre-K consultant assigned to the Pre-K provider's program. Purchases of stationary playground equipment with Pre-K funds made without prior approval will result in automatic probation and return of the expended funds.

Please refer to section 21.0 for the deadline on these requests.

5.3 Instructional Technology

Instructional technology purchases, such as computers or software, for Pre-K classes require prior approval from the OSR Pre-K consultant assigned to the Pre-K provider's program. Purchases of instructional technology items with Pre-K funds made without approval will result in automatic probation and return of the expended funds.

Please refer to section 21.0 for the deadline on these requests.

5.4 New/Expansion Equipment, Materials, and Supplies

All new/expansion programs must submit equipment, materials, and supplies purchase lists to the OSR Pre-K consultant for approval prior to purchasing. OSR Pre-K consultants will assist new/expansion programs in the coordination of this process.

6.0 Delivery of Services

6.1 Classroom Delivery

Each classroom shall have:

- Licensed space for a minimum of 18 children
- A minimum of 18 and a maximum of 20 children enrolled. Full funding is based on a class of 20
- Two adults (lead teacher, teacher assistant, and/or substitute) present at all times during the 6.5 hours of instructional time each day of operation, with the exception of the one-half to one hour nap time
- Approved equipment, materials, and supplies

Note: The maximum class size is 20 students. A Montessori setting serving more than 20 children requires prior OSR approval AND the addition of staff to maintain the equivalent of the adult/child ratio of 1:10.

6.2 Program Delivery

The Pre-K program shall provide 6.5 hours of instructional time, five days per week, 180 days per year for eligible children. A calendar or list of Pre-K school holidays shall be given to each family.

6.3 Orientation

An on-site orientation for all teaching and administrative staff and families shall be provided within 20 working days of commencement of Pre-K services for children. **During the family orientation, parents will receive information concerning meal and extended day charges, including charges during times when children are out of school for holidays.** Families should also have received subsidized child care assistance (CAPS) information by this time. Orientation would be an excellent opportunity to have parents supply additional information requested to complete rosters for the 2003-2004 school year. Gender, race/ethnicity, English language proficiency, and special education participation will be among the new required fields on the rosters for this school year. Documentation of these orientation sessions should be available in on-site program files. See Appendix A for suggested topics to cover in orientation and Student Roster Information Form.

6.4 Licensing

The facility shall meet the licensing requirements of the appropriate licensing agencies. At a minimum, the license shall cover the 6.5-hour instructional program.

6.5 Substitutes

The Pre-K provider shall ensure that a substitute lead teacher and/or substitute teacher assistant is present and working in the Pre-K classroom for each day that a lead teacher and/or teacher assistant is absent, whether due to illness, required training, personal leave, etc. See section 12.3 for additional information.

6.6 Rest Time

In order to maximize instructional activities, rest time should not exceed one hour per day except as necessary to address specific needs of individual children. Children who do not rest should be given quiet activities such as books and puzzles. All children shall have a covering (sheet) on their individual rest equipment (mat or cot) as well as a covering (blanket) for themselves. During the optional one-half to one hour scheduled rest or sleeping period, a ratio of one adult providing direct supervision to 20 children is acceptable. Rest time with reduced adult ratios cannot exceed one hour.

6.7 Other Program Components

Lunch, snacks, and supervised outdoor play are part of the Pre-K program. **No part of the Pre-K day may be religious in nature**. A "moment of silence" is an acceptable practice at mealtimes. Breakfast may be included at the discretion of the Pre-K provider but should be offered prior to start of the 6.5-hour instructional day.

Note: Breakfast as part of the instructional program (i.e., a teacher-directed language development time, a center-time activity, etc.) is permissible.

Pre-K providers who participate in the Child and Adult Care Food Program (CACFP) may not charge additional fees for food (breakfast, lunch or snacks) for any child for whom CACFP reimbursement is received. Pre-K providers who do not participate in the Child and Adult Care Food Program may not charge Category One children/families for food services.

Note: See section 8.0 Program Fees for additional information and recommended fees.

6.8 Program/Staff Hours

The 6.5 hours of instructional time shall begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining 1.5 hours of the lead teacher and teacher assistant eight hour-funded day should be used for a variety of Pre-K program activities, such as parent conferences, meetings with RCs, instructional planning, etc. Using Pre-K staff during the eight hour funded Pre-K day to supervise children who are not enrolled in Georgia's Pre-K program is unacceptable. Using Pre-K staff paid by the Pre-K grant (during the eight hour funded Pre-K day) to supervise children whose parents pay private fees or for whom the provider receives subsidies is an inappropriate use of Pre-K funds.

6.9 Transportation

Transportation services are optional and may be provided for any Pre-K children at the discretion of the Pre-K provider.

Transportation reimbursement will be provided for any Category One child transported to and from the program on a daily basis as reported on OSR rosters. The Pre-K provider may establish reasonable transportation zones.

Note: Field trips are considered part of the instructional program and are not considered transportation for purposes of reporting or funding.

6.10 Extended Day (Before and After School Care)

OSR does not require or provide extended day services. Extended day services for Pre-K children may be provided at the parent's expense and choice. Income eligible families may receive services through the Division of Family and Children Services (DFCS) subsidized child care programs. These arrangements should be made between the center, parents and local DFCS office. OSR and DFCS have entered into an agreement ensuring that eligible Pre-K families will not be placed on waiting lists. This is the extent of OSR involvement in extended day services. Payment reimbursement for DFCS funded slots will be contingent upon DFCS standards for individual counties.

Fees for all Pre-K children participating in extended day services should be reasonable. OSR recommends that fees for extended day services not exceed $35-$75 per week.

7.0 Resource Coordination/Support Services

7.1 Service Delivery

Provision of Resource Coordination (RC) services to Category One children is optional. The purpose of the RC grant is to provide children and their families with *voluntary* access to services that will assist in enabling the child to be ready for school. Pre-K providers who wish to offer RC services must submit a grant application to OSR as part of the total application package. Grants are competitive, and all continuation Pre-K providers may apply for RC funds. Applications are available by request from OSR or at the website.

7.2 Medicaid Administrative Claiming Process

Beginning with the 2003-2004 school year, all Resource Coordination (RC) grantees will participate in the Medicaid Administrative Claiming process.

RC grantees will assist OSR in identifying and claiming Medicaid Administrative activities by performing the following roles and responsibilities:

- Appointment of an Administrative Claiming Coordinator (Lead RC or Project Director) who will oversee implementation of a quarterly time study involving all Resource Coordinators;
- Agreeing not to participate in any other **Medicaid Administrative Claiming** process, filing or reimbursement (it is still allowable to participate fully in Targeted Case Management for Medicaid Claiming);
- Requiring all RCs to participate in the quarterly time study and complete one Random Day Log per quarter;
- Maintaining the necessary documentation required for Medicaid administrative claiming;
- Reporting to OSR expenditures for their Resource Coordination program component;
- Maintaining the confidentiality of client records and eligibility information received from Department of Community Health (DCH), OSR and their agents and use that information only in the administration and coordination of health related services/ activities pursuant to OSR and DCH policy, procedures and agreements;
- Submitting to an audit of all records related to the administrative claiming process by OSR, DCH or their agents;
- Sharing policy updates with its RC staff to ensure they are aware of the policies and procedures;
- Providing access to administrative claiming records to appropriate state and federal agencies including but not limited to OSR, its agent, DCH, and cognizant federal agencies;
- Complying with all federal and state laws, regulations and guidelines regarding Medicaid administrative claiming; and
- Insuring that all RCs and Administrative Claiming Coordinator attend all required training as defined solely by OSR.

7.3 Objectives

Support services are a vital component to the success of the Pre-K program. Project Directors are responsible for carrying out the objectives if Resource Coordination funds are not received. The following objectives should serve as a guide for activities those Pre-K providers and/or their Resource Coordinators (RCs) should provide to all Pre-K children and their families:

Overall Objectives:

- Health - No child should exit the Pre-K program with an undetected condition that could impede his/her ability to learn. Any child with identified needs will be referred to the proper source or agency for access to and coordination of services.
- Child Development - Family knowledge of the child's development and involvement in their educational experience will be enhanced through a variety of informational seminars, volunteer opportunities at the center/school, parent/center conferences, etc. Families are encouraged to read to their children daily and complete activities with their children, such as those contained in OSR's parent publication *All Aboard.*
- Community Resources - *Upon request,* families will be provided information about community resources such as GED, TANF (Temporary Assistance to Needy Families), PeachCare for Kids, help in obtaining extended day services, etc.
- Kindergarten Readiness Initiative - Help will be provided to obtain all necessary documentation and health related requirements for kindergarten registration before the end of the Pre-K school year.
- Ready for School Kits - Distribution of and orientation to families about the "Ready for School" summer activity kits. These kits are a component of the Pre-K program and are designed to provide continuation of instruction from the provider to the parents to assist in kindergarten readiness and to maintain academic gains.

7.4 Support Services to All Children

Services/information that will be offered to **all** children and their families by Pre-K providers include:

- Child Development
- Kindergarten Readiness Initiative
- Transition Activities
- Follow up on Eye, Ear, Dental Screens (EED)

7.5 Support Services to Category One Children

Services that will be coordinated for **Category One** children and their families by Pre-K providers include:

- Health
- Child Development
- Community Resources, upon request
- Transition Activities

7.6 Resource Coordination Services (if applicable)

Services that will be coordinated through the Resource Coordination grant include, but are not limited to:

- Specific services provided to all children (See sections 7.2 and 7.3)
- Assistance with identified health issues
- Family informational seminars/workshops
- Parent education/volunteer component
- Transition Activities

7.7 Record-Keeping Requirements

- Maintain accurate records (on-site) for completing the *Resource Coordination Report: Total Program Summary* (for recipients of the RC grant)
- Complete and submit a quarterly time study for Medicaid Administrative Claiming (for recipients of the RC grant)
- Document meetings and/or contact with Pre-K teachers to discuss relevant information concerning children and families (for recipients of the RC grant)
- Provide and document an orientation to Pre-K families within 20 working days of beginning services (all programs)
- Document participation in the Kindergarten Readiness Initiative (all programs)
- Retain records for a minimum of three years as specified in your contract (all programs)

7.8 Full-Time Resource Coordinator (RC) Hours/Caseload

The full-time RC shall work a minimum of 40 hours per week. Generally, full-time RCs should be able to serve between 50-75 families depending on services required.

7.9 Duties

The RC staff shall:

- Assist in the coordination of services for children and families through multiple partnerships with public and private agencies by linking family members to needed services in the community
- Provide opportunities for parents to enhance their knowledge of their child's development
- Conduct weekly meetings or have regular contact with Pre-K teachers to discuss relevant information concerning children and families
- Provide an orientation about RC services to Category One families
- Assist non-Category One families as requested

Examples of appropriate RC duties include, but are not limited to,

- Planning and implementing parent workshops
- Conducting written and oral surveys of parent needs
- Referring children for special needs evaluations
- Assisting parents in obtaining EEDs (Eye, Ear & Dental) or Immunization Certificates
- Referring parents for job skills training, job interviews
- Assisting parents in obtaining housing
- Observing children in the classroom upon teacher/director/principal referral
- Assisting parents in making applications for DFCS extended day services
- Liaison between public school or private providers for children/parents
- Contacting parents about chronic tardiness or absenteeism and assisting them in complying with guidelines

Examples of inappropriate duties include, but are not limited to,

- Scheduling buses
- Ordering classroom materials
- Preparing rosters

- Counseling and family assessments
- Teaching in the Pre-K classroom(s)

Flexible RC staff schedules are necessary and defined by the needs of the families being served.

RCs working as part of Family Connection collaboratives may participate as part of the Targeted Case Management team.

The **full-time** RC shall **not** serve as lead teacher, teacher assistant, project director, principal, assistant principal, school counselor, child care center director, bus driver, substitute teacher, bus monitor, field trip organizer, or in any other role that diverts attention from his or her primary role.

8.0 Program Fees

8.1 Instructional Program Fees

All children must receive the same instructional opportunities during the 6.5-hour instructional program day. Fees may not be charged to Category One or Category Two families during this time. Field trips are a part of the instructional program. Therefore, field trips made during the day must be free and available to all children. Pre-K funds may be used to provide field trips or other appropriate activities to the children. For example, if dance, art, or computer classes are included in the 6.5-hour day, they must be free and available to all Pre-K children.

No fees may be charged to any child for services needed to operate the instructional program, such as registration, field trips, curriculum fees, classroom supplies, etc.

8.2 Extracurricular Activities

Families will choose whether or not to participate in "extracurricular activities" such as school photographs, T-shirts, etc. Families may be charged fees for these extracurricular activities.

Note: If every Pre-K child is photographed, this activity may occur during the Pre-K instructional day.

8.3 Fee Structure

Written documentation explaining the fee structure for non-Pre-K Program days (holiday/vacation times) for Category One and Category Two children, transportation (optional) and/or food services for Category Two children shall be given to each family. Copies of this documentation should be kept on file. OSR may request copies of individual Pre-K provider fee structure policies. **While not required, it is recommended that providers explain and have parents sign understanding of charges for non-Pre-K program days.**

8.4 Category One Fees

The Pre-K provider may **not** charge Category One children any fees for health services (e.g., Health Checks), transportation services (if provided) or any services or activities coordinated under resource coordination or instructional services components of the program during the 180 days.

Pre-K providers may **not** charge Category One children fees for food services. Pre-K funds may be used to purchase food.

8.5 Category Two Fees

The Pre-K provider may charge reasonable fees for health services (e.g., Health Checks), food services and/or transportation services (if provided) to Category Two children/families. It is recommended that fees for food to Category Two families **not** exceed $20 per week in private programs serving breakfast and lunch. The cost should be less than $20 if breakfast is not served. Pre-K funds may be used to purchase food. Pre-K providers may **not** charge Category Two families fees for food for any child for whom CACFP reimbursement is received.

8.6 School Uniforms

The purchase of school uniforms cannot be required for participation in the Pre-K program. Centers with uniform policies may request that parents dress children in uniforms. However, eligible children cannot be denied access to the Pre-K program for failure to meet the request. Providers are urged to provide uniforms for those who cannot afford them or work with the RC to secure uniforms. With **prior** OSR approval, Pre-K funds may be used for this purpose.

8.7 Graduation

OSR does not recommend "graduation" for four-year-old children as an appropriate activity. More appropriate activities include, but are not limited to, a field day, an open house, family/child picnic, dinner, etc. Graduation ceremonies or other end of the year programs and practice for such should not be conducted during instructional time.

9.0 OSR Technical Assistance

9.1 Pre-K Consultant Support

OSR Pre-K staff will work closely with providers throughout the year and are available for consultation purposes regarding questions about the program, problems with maintaining enrollment, approval of equipment/materials/supplies requests, training needs, etc.

9.2 On-Site Evaluation

OSR Pre-K staff will be on-site to monitor and evaluate program progress making unannounced visits throughout the year.

Program Quality Assessment (PQA)

In an effort to help providers determine compliance with Pre-K program requirements early in the school year, providers will be given training at Project Director meetings on how to use the PQA to assess their class(es). OSR Pre-K consultants will use this instrument during visits throughout the school year.

OSR Pre-K consultants will use the PQA to evaluate the Pre-K program. The PQA will provide a "snapshot" of the Pre-K program and assist with the identification of program strengths and areas in need of improvement. Pre-K providers will be verbally informed of the program's ratings and

asked to sign a copy of this report on the day of the visit. A copy of the signed report will be left at the center on that day.

Any Not Met (NM) scores require a written response within 10 days of the evaluation.

Some sites may be asked to provide a self-evaluation using the PQA. Completing a self-evaluation is an excellent way to prepare for the announced visit by the Pre-K consultant and helps identify areas in need of technical assistance.

Staff will work closely with sites with identified technical assistance needs in order to bring them into compliance with program requirements and allow them to maintain their funding viability. See Appendix A for a copy of the PQA used by OSR Pre-K consultants.

9.3 Peer Review Process

Programs that continue to have unresolved probation issues or ongoing child care licensing issues, despite technical assistance, may have their Georgia's Pre-K Program contract denied or canceled. In such circumstances, providers may appeal the OSR decision before a Peer Review Committee. The Peer Review Process is not available to Pre-K programs identified with fraudulent roster, teacher credential, audit (Pre-K or federal nutrition programs) irregularities, low enrollment and/or repeated issues with insufficient teacher credentials.

PERSONNEL AND TRAINING

10.0 General Personnel and Training Information

10.1 Criminal Background Checks

All Pre-K Program personnel in licensed child care learning centers must have completed a satisfactory criminal background check with documentation on file with the Pre-K provider. All Pre-K personnel in public schools must comply with public school regulations concerning background checks.

Note: Senate Bill 165, passed during the 1999 session of the Georgia General Assembly, made changes in the Criminal Records Check process for all licensed child care centers. The effective date is July 1, 1999. Additional information is available in the Child Care Services Section of the OSR website (www.osr.state.ga.us).

10.2 Employees

All Pre-K Program personnel are employees of the Pre-K provider, not OSR or the state of Georgia.

10.3 Salaries

Pre-K providers must pay lead teachers a minimum salary/hourly wage based on the teacher's credentials. These minimum salaries/hourly wages listed below reflect 90% of the current year salary

funded by OSR to the provider. The minimum salary amount does not include any additional benefits the teacher may receive. OSR requires the following minimum salaries:

Professional Standards Commission (PSC) or out-of-state certified lead teacher in Early Childhood or Elementary Education – $24,852 (see section 11.3 for full requirements)

Four-year college degree in Early Childhood, Elementary Education, or a PSC certificate in Special Education or other specialty field for grades P-12 – $19,107 (see section 11.3 for full requirements)

Valid Early Childhood Care and Education or Child Development postsecondary technical institute diploma/degree, or Advanced Early Childhood Care and Education or Child Development and Related Care postsecondary technical institute diploma/degree, or an associate degree (AA, AAS, or AS) in Early Childhood Education, or a Montessori diploma – $15,769 (see section 11.3 for full requirements)

11.0 Lead Teachers

11.1 Days of Service

All lead teachers are funded for 190 eight-hour days of Pre-K service (180 days of instructional services and 10 days of pre/post planning and/or staff training). Funding for the 190 days is included in the 36-week Program Summary Chart in section 18.1.

Note: If a Pre-K provider requires teachers to work more than 190 days, the Pre-K provider cannot use Pre-K Program funds for these expenses.

11.2 Age Requirement

All lead teachers must be at least 21 years of age or older except as Noted in section 12.4.

11.3 Credential/Certification Requirements

A lead teacher must have one of the following valid and current certificates or credentials:

Certified–

Georgia certificate issued by Professional Standards Commission (PSC) in

- Early Childhood (grades P-5), or
- Elementary Education (grades P-8), or
- Early Childhood/Interrelated Special Education (grades P-5)

OR

- Out-of-state, valid and current, official teaching certificates in Early Childhood or Elementary Education are acceptable during the teacher's first Pre-K school year. Lead teachers with valid and current out-of-state teaching certificates shall obtain Georgia certification prior to July 2004.

Note: Only the certificates listed above qualify for certified teacher funding rates.

OR

Four-Year College Degree–

- Education field specified with P-12 endorsement (i.e., Learning Disabilities -- grades P-12, Physical Education – grades P-12, Music Education – grades P-12).

A four-year college degree

- In early childhood, or
- An education/child development related field documented by a certified transcript from the college/university, or
- Family and Consumer Sciences (Child Development, Child and Family Studies, etc.)
- In psychology or social work (not sociology) **PLUS** one of the following:
    - valid Early Childhood Care and Education or Child Development postsecondary technical institute diploma or degree, or
    - valid Advanced Early Childhood Care and Education or Child Development and Related Care postsecondary technical institute diploma or degree, or
    - Associate degree (AA, AAS, or AS) in Early Childhood Education, or
    - a Montessori diploma, or
    - a valid nationally recognized Child Development Associate (CDA) credential, or
    - a valid nationally recognized Child Care Professional (CCP) credential.

Note: Other four-year college degrees do not meet these qualifications. A High/Scope completion of training certificate does not meet the qualifications stated above. A psychology or social work degree without complimentary child development credentials does not meet these qualifications. A secondary (high school) or middle grades education degree does not meet these qualifications. A Georgia teaching certificate in secondary (high school) or middle grades does not meet these qualifications.

OR

Technical Institute Diploma/Degree or Associate Degree or Montessori Diploma

An individual who holds a valid:

- Early Childhood Care and Education or Child Development postsecondary technical institute diploma or degree, or
- Advanced Early Childhood Care and Education or Child Development and Related Care postsecondary technical institute diploma or degree, or
- Associate degree (AA, AAS, or AS) in Early Childhood Education, or
- Montessori diploma.

Note: Other associate degrees or diplomas (such as General Studies, Liberal Arts, or Teacher Education) are not acceptable.

A teacher credential waiver process has been developed so that OSR can maintain the quality initiative and work with providers during the critical teacher shortage. Associate Degrees in Teacher Education, Bachelor Degrees in Middle or Secondary Grades, or other degrees may be acceptable, upon review of

transcripts and evidence of continuing formal education. All such waivers will require approval from OSR. See Appendix A for the *Request for Waiver of Teacher Credential* form.

Note: Related certification issues will be reviewed by OSR on a case-by-case basis.

11.4 Out-of-Country Credentials

Credentials from outside the U.S. need to be evaluated by an Educational Interpreting Agency such as Educational Credential Evaluators Inc. or World Education Services Inc. Other agencies are available at the provider's request through OSR or the Georgia Professional Standards Commission (PSC).

12.0 Teacher Assistants

12.1 Days of Service

All teacher assistants are funded for 190 eight-hour days of Pre-K service (180 days of instructional services and 10 days of pre/post planning and/or staff training). Funding for the 190 days is included in the 36-week Program Summary Chart in section 18.1. Additional certificates or credentials held by teacher assistants will not increase the level of OSR funding for that position.

Note: If a Pre-K provider requires teacher assistants to work more than 190 days, the Pre-K provider cannot use Pre-K Program funds for these expenses.

12.2 Employment Requirements

A teacher assistant must meet **ALL** of the following minimum requirements:

- Be at least 21 years of age except as noted in section 12.4
- Possess a high school diploma or its equivalent
- Have experience working with children younger than five years of age
- Possess proficient communication skills

12.3 Substitute Teacher Employment Requirements

The Pre-K provider shall ensure that a substitute lead teacher and/or substitute teacher assistant is present and working in the Pre-K classroom for each day that a lead teacher and/or teacher assistant is absent, whether due to illness, required training or personal leave, etc. A substitute teacher must meet **ALL** of the following minimum requirements:

- Be at least 21 years of age except as noted in Section 12.4
- Possess a high school diploma or its equivalent
- Have experience working with children younger than five years of age
- Possess proficient communication skills

Long-term Lead Teacher substitutes (i.e., lead teacher on maternity leave or extended leave longer than 3 weeks) should have a credential equivalent to the original lead teacher. If this is not possible, the credential of the long-term substitute must meet OSR minimum requirements and be reported to OSR. **Failure to report will result in automatic probation and/or reduction in Pre-K funding.**

12.4 Exception to Minimum Age Requirement
Lead teachers, teacher assistants, and substitutes who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement.

13.0 Resource Coordinators (RCs)

13.1 Days of Service
Available through a competitive grant application, RC salary money may be used for up to 190 days of Pre-K service (180 days of instructional services and 10 days of pre/post planning and/or staff training). Funding will be based on individual RC grant awards.

13.2 Employment Requirements
RC personnel must meet **ALL** of the following minimum requirements:

- Be at least 21 years of age
- Possess a high school diploma or its equivalent
- Have experience working with families
- Possess proficient communication skills
- Participate in all Resource Coordination training as designated by OSR
- Possess a knowledge of family dynamics and family needs, community agencies and resources that provide services to families

Potential recruitment areas for RC candidates include: social worker/case manager, counselor, community leader, mental health worker, or health care worker.

14.0 Training Requirements

14.1 Attendance at Training
All levels of administrative, teaching and support staff listed below are required to attend one OSR sponsored training for the 2003-2004 School Year Training Requirements.

- Project Directors
- Lead Teachers
- Assistant Teachers
- Resource Coordinators

Note: All teachers must attend some type of OSR approved training during the school year and should have a certificate on file at the center to document attendance of these sessions. Teachers who have completed their curriculum training are encouraged to attend Best Practices Observation and Portfolio management training or Best Practices Literacy training. Teachers who have completed both Best Practices Observation and Portfolio Management training and Best Practices Literacy may attend Advanced Curriculum training **or** Advanced Best Practices Observation and Portfolio Management training. Lead teachers and assistant teachers who receive training in OSR approved locally developed curricula do not have to attend additional OSR sponsored training.

Note: OSR will provide training for only one lead teacher and only one assistant teacher per class per year.
Note: One OSR Training Schedule will be mailed to each Pre-K Project Director. It is the responsibility of the Pre-K Project Director to distribute this information to their sites. Training schedules will be available for downloading from OSR website.

14.2 Curriculum/Training Options

- Curriculum Training Choices – Creative Curriculum, High/Scope, Montessori, HighReach, or a locally developed curriculum approved by OSR
- Advanced High/Scope Training
- Advanced Creative Curriculum Training
- Best Practices Focus on the Basics Training (Math, Science, Social/Emotional)
- Best Practices Observation/Portfolio Management Training
- Best Practices Advanced Observation/Portfolio Management Training (includes Math and Science)
- Best Practices Literacy Training
- Primary InTech Training

Providers using an OSR approved locally developed curriculum must submit a staff **development plan** for the 2003-2004 school year to OSR by September 5, 2003. Sample forms are included in *Appendices K* and *L* of the guidelines.

Note: Child Care Licensing Information
All OSR sponsored curriculum training and Best Practices training qualifies as approved training for licensing purposes for second year* lead teachers and teaching assistants. One hour of curriculum or Best Practices training will count as one hour of required training for licensed child care learning centers for regulatory purposes.

First year* lead teachers and teacher assistants (who have not worked in a Pre-K program at another site) may utilize only four clock hours of curriculum or Best Practices training toward their mandatory 10 hours of training.

Note: Refer to *Rules of the Office of School Readiness, effective March 1, 1998*, chapter 591-1-1-.33, Staff Training.

* First year and second year refer to number of years a teacher has worked at your center in all capacities, not just Pre-K.

14.3 Importance of Training
In order to maintain quality standards, annual training is required for all staff directly associated with the Pre-K program. OSR consultants will verify documentation of staff attendance at training sessions. Failure of providers and their staff to participate in required training during the school year will place their program in noncompliance and may jeopardize future funding.

14.4 Purpose of Teacher Training

The Office of School Readiness offers multiple training opportunities for Pre-K teachers. This training is not designed or intended to prepare personnel to become Pre-K teachers. It is the responsibility of the provider to ensure that all teaching staff are qualified and able to deliver quality instruction on the date they are hired. OSR training is intended to enhance the skills and knowledge of teaching staff already prepared to teach in the Pre-K program. Lack of availability of OSR sponsored teacher training should not impact the ability of staff to deliver quality instruction to Pre-K children.

14.5 Training Reimbursement to Staff

The Pre-K provider shall ensure that Pre-K funds are used to pay for substitutes and costs associated with staff travel (lodging and meals in conjunction with over night travel, mileage, parking, etc.) to all required training sessions. In addition, the Pre-K providers shall reimburse staff for salaries/hourly wages and expenses incurred while attending required Pre-K training sessions.

Note: It is recommended that Pre-K providers develop and distribute travel/expense policies to employees prior to travel. It is not required, but recommended that providers explain and have employees sign understanding of policies in advance of travel.

FUNDING

15.0 Contract Notification and Initial Budgets

15.1 Awarding of Contracts

Contracts will be awarded to Pre-K providers through a competitive process, subject to funding availability, previous program compliance (for continuation programs in good standing), and identified regional need. OSR shall contract with both public and private providers for Pre-K services.

15.2 Notification and Contract Awards

- All approved programs receive written approval notification
- Notification will include information on numbers of classes/children to be served, contracted funding, and RC grant approval (if applicable)
- Start-up funds for new/expansion programs will be available before August 1, 2003
- The first of 10 operating payments will be made on or before **August 12, 2003**
- Georgia certified teacher credentials will be verified through the Professional Standards Commission (PSC) after first roster submission

15.3 Class Budget

Classes with enrollments of 20 students will receive full funding. Funding for classes with fewer than 20 students will be reduced by 1/20th for each child below 20.

Note: This reduction is applied to <u>all</u> salary and non-salary funding components effective with the November payment.

Classes with less than 17 students are subject to cancellation at the discretion of OSR.

15.4 Contract Signatory
The legal signatory for the program entity must sign the contract.

15.5 Multi-County and Multi-Program Pre-K Providers
OSR will issue one operating contract containing separate funding amounts for each site. Funds are class-specific; therefore, Pre-K providers must spend the required minimum levels for teacher salaries and supplies at each site.

15.6 Funding Calculation
Funding will be based on weekly rates and information reported on required class rosters. The roster form will be supplied by OSR.

15.7 Start-Up/Operating Contracts
Start-up/operating contracts will be issued upon OSR approval. One contract will contain specific dollar amounts for new/expansion classroom start-up equipment, materials, and supplies, and another contract will contain specific dollar amounts for Pre-K classroom operations. Start-up funds for new/expansion programs will be available before August 1, 2003. The first of 10 operating payments will be made on or before **August 12, 2003**.

16.0 <u>Expenditure Requirements</u>

16.1 Expenditure Guidelines
The following expenditure guidelines apply to all Pre-K providers:

- The Pre-K provider may use no more than 6 percent of the budget for administrative expenses. Do not include newly funded/expansion class start-up funds in this calculation.
- No more than 6 percent of the Resource Coordination (RC) grant funds can be used for administrative purposes.
- All programs shall spend a minimum of $1,200 per classroom on classroom equipment, replacement classroom materials, classroom supplies, and/or additional classroom materials. These funds are provided in the Pre-K operating contract. This is in addition to start-up funds received for new/expansion classes.
- Classroom supplies and materials will be selected from the Basic Equipment, Materials, and Supplies Inventory List. This list will be made available to all Pre-K providers by OSR Pre-K consultants. Flexibility related to classroom computer technology purchases and playground equipment is provided with prior approval from the Pre-K consultant, once the classroom is adequately equipped. (See sections 5.2 and 5.3).
- Newly funded programs should refer to section 23.0 in this document for additional guidelines.

- While Pre-K funding can be used for Resource Coordination (RC) activities, RC grant funds cannot be used for Pre-K program expenses such as teacher salaries/benefits and general operating expenses.
- The Pre-K provider will maintain full and complete funding and program records which pertain to the contract for a period of three years beyond the contract ending date, or until all litigation, claims, or audit/review findings involving the records have been resolved if such claim or audit/review is started before the expiration date of the three year period.

Note: The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual/mid-year reconciliation statement. If a Pre-K program is audited/reviewed and receipts and other records are not available to support these amounts, funds must be returned to OSR. Examples of such records include federal and state payroll records to verify payment of lead and assistant teacher salaries, original receipts for equipment, supplies, and materials for Pre-K classrooms and documentation of the Pre-K portion of operating expenses. **See Section 19 for more details on audits/reviews.**

17.0 Reimbursement Process

17.1 Automatic Deposit of Funds

All payments will be deposited in the Pre-K provider's bank account via an Electronic Fund Transfer (EFT) process. Appropriate forms and instructions were included in the total application package.

17.2 Start-Up Funds

New/expansion sites will receive $8,000 in one lump sum payment, per classroom, to purchase equipment, materials, and supplies.

17.3 Enrollment Requirements for Funding

Pre-K providers are expected to maintain the class enrollment levels specified in their contracts. Enrollments below 20 students will affect payments by 1/20th for every student less than 20.

17.4 Payments

- Start-up equipment, materials, and supplies funds will be available before August 1, 2003, for new and expansion programs.
- Operating funds will automatically be deposited in accounts in 10 monthly payments, beginning in **August 2003**. The deposit will occur on the 12th of each month or next business day.
- The final contractual payment for the year will be the **May 2004** payment.
- Local school systems will accrue personnel summer salaries from 2003-2004 school year funds.
- Private providers who accrue personnel summer salaries using 2003-2004 school year funds should have written policies in place for payment of staff not completing the full year.

Note: Pre-K providers who maintain constant enrollments, teacher credentials and RC services (if applicable) will receive 10 equal payments for the year. If these requirements are not met, reimbursements will be adjusted accordingly.

17.5 Schedule of Payments*

10 Payments	Level of Teacher Credentials Number of Children	10 Months **	36 Weeks ***
Payment Date	**Based On**	**For the Month of**	**Number of Weeks**
August 12, 2003	Contract	August	3.6
September 12, 2003	Contract	September	3.6
October 13, 2003	1st roster	October	3.6
November 12, 2003	1st roster	November	3.6
December 12, 2003	1st roster	December	3.6
January 12, 2004	2nd roster	January	3.6
February 12, 2004	2nd roster	February	3.6
March 12, 2004	3rd roster (Final)	March	3.6
April 12, 2004	3rd roster (Final)	April	3.6
May 12, 2004	3rd roster (Final)	May	3.6

Failure to submit rosters in a timely fashion could result in providers receiving payments after the Payment Date listed in the chart above.

Payments are based on 36 weeks (180 days) of instruction.

Roster	Count Day	Due to OSR
1st	September 2, 2003	September 9, 2003
2nd	December 2, 2003	December 9, 2003
3rd	February 2, 2004	February 9, 2004

17.6 Calculation of Payments

Calculation of reimbursement will be based on student enrollment and teacher credentials reported on rosters submitted to OSR by due dates:

- August 12, 2003 and September 12, 2003 payments will be based on your executed contract.
- If the enrollment reported on each of the three required rosters remains consistent with your approved contract, no funding adjustment will be made.
- **If the enrollment on any of the three required rosters falls below the contract level, a pro rata reduction, based on the number of children enrolled, will be made beginning with the October 13, 2003 payment.**
  - **Note: changes that appear on each subsequent roster will be retroactively adjusted for replacement teachers, changes in teacher credentials, and/or new or withdrawn children.** This ensures that providers are paid for number of children served within each month.
- Lead teacher credentials will be monitored. If reported teacher credentials differ from contracted levels, funding will be adjusted retroactive to the August and September payments. This retroactive adjustment will occur in the November 12, 2003 payment.

Note: Misuse of funds may result in denial of current and future participation in the Pre-K program and/or prosecution.

18.0 Funding Information

18.1 Program Summary Chart

Based on the fiscal year 2003-2004 budget approved by the General Assembly, the following rates will be effective for the 2003-2004 school year:

FY2004 Annual Rates Per Class				
Credential	**# Filled Slots***	**Zone 1 *Metro***	**Zone 2 *Non-Metro***	**Public****
Vocational	18	$53,115	$47,376	$44,660
	19	$56,066	$50,008	$47,141
	20	$59,017	$52,640	$49,622
4-year	18	$57,188	$51,449	$48,733
	19	$60,365	$54,307	$51,441
	20	$63,543	$57,165	$54,148
Certified	18	$64,196	$58,457	$58,020
	19	$67,763	$61,704	$61,243
	20	$71,329	$64,952	$64,466

Note: Metro Atlanta includes these counties: Cherokee, Clayton, Cobb, DeKalb, Douglas, Fayette, Forsyth, Fulton, Gwinnett, Henry, Paulding and Rockdale.

**All payments will calculate to pay the number of eligible students recorded on the class roster up to the maximum approved class size or the minimum number of students stated as an approved class size waiver.*

***Amounts presented exclude variable calculations for training and experience.*

Base payments represented above include instructional pay for lead teachers and assistant teachers and non-instructional pay for supplies and operations. Additional payments may be made for eligible student transportation where applicable.

All payments are subject to adjustment for year-end reconciliation results, subsequent changes or corrections to reported data, and/or program changes impacting eligibility, calculation rates or funding limits.

Payment calculations are based on teacher service dates and student enrollment dates. For attendance between 0 - 15 calendar days, a half-month calculation will be utilized. For attendance in excess of 15 calendar days, a full month calculation will be utilized.

Note: Funding rates reflect salary, benefits, and operating expenses for the core program. Additional funds are added for transportation services to Category One children.

Transportation and Resource Coordination services for Category One children **are not** mandatory. Transportation will be reimbursed up to a maximum rate of $165.00 per child, per year, for those Category One children receiving transportation services. The RC grant is a separate contract with OSR for direct RC services.

18.2 Local School System Salary Information

Local school systems will receive a training and experience factor (T&E) for lead teacher salaries. Resource Coordinators will **not** earn the teacher certification T&E factor.

For those local school systems that pay the 190-day lead teacher, teacher assistant and RC salaries over 12 months (i.e., July and August summer salaries for program services ending by June 30, 2004), salary/benefit expenses **must** be accrued using current Pre-K funds for these costs.

19.0 Audit and Accounting Requirements

19.1 Reconciliation Report

The private Pre-K provider will furnish OSR with a reconciliation report spanning the dates of the contract. This report will include supporting documentation, if requested, to verify that funds were spent in appropriate categories for their intended uses. Any unexpended funds must be returned to OSR when the report is submitted. Close-out procedures and forms regarding the 2003-2004 year-end reconciliation process will be forwarded to Pre-K providers during July 2004.

Funds paid by the Office of School Readiness for Pre-K services can only be used to cover costs of Georgia's Pre-K program and the Pre-K program's prorated share of other allowable expenses expensed through normal operation of the facility. Allowable expenses are those ordinary and necessary expenses directly benefiting or resulting from Pre-K program operations.

Generally Accepted Accounting Principles (GAAP) provide authoritative guidance that must be followed for identifying the appropriate basis for allocating shared costs. The basis of allocating cost should be similar to the unit of measure for incurring the costs or consuming the expensed item. Examples include using a square footage basis for rent/mortgage expense and utilities and a per person or average daily attendance basis is appropriate for office supplies, management staff, and custodial services. Expenses must be allocated using the most logical basis for the costs incurred. As an example, food costs would be allocated based on the number of children rather than square footage.

Expenses involving related parties must also be charged in accordance with GAAP. Related parties are one or more entities subject to the significant influence over the operating and financial policies of another entity. Providers involved in related party transactions with their centers should survey the surrounding business area and provide support that financial charges to the Pre-K program are within the range of same or similar arms-length transactions for their area. An example of related party transactions is when the Owner of the facility is paid rent by the Pre-K program.

Note: Private providers must submit this reconciliation report by August 31, 2004. Local school systems must submit this reconciliation report by September 30, 2004.

19.2 Private Nonprofit (PNP) Audits
PNP Pre-K providers must adhere to audit requirements as specified in O.C.G.A. § 50-20, Relations with Nonprofit Contractors.

As specified by O.C.G.A. § 50-20, Relations with Nonprofit Contractors, before OSR enters into a contract with a nonprofit contractor, the contractor: must furnish OSR with certified financial statements showing the nonprofit contractor's financial condition at the end of the previous fiscal year and revenues and expenditures for the previous fiscal year. Where the nonprofit contractor has been in existence for less than a full year, the financial statements shall cover year to date operations for the current year. The financial statements shall include an individual listing of each employee and his salary and reimbursable expenses, a listing by category of the sources of income of the nonprofit contractor, and listing of the source or sources of all public funds received by the nonprofit contractor and the program for which the funds were received.

19.3 Right to Audit
OSR reserves the right to require an independent, certified financial audit of the Pre-K program at the Pre-K providers' expense. As specified in your Georgia's Pre-K Contract for the 2003-2004 school year, Section III, Part C:

> Contractor agrees to cooperate fully with OSR auditors and/or agents providing Audit or Agreed Upon Procedures (APU) review services. Contractors will coordinate with auditors/reviews to have appropriate staff available during the scheduled audit/review period. Contractors will make advanced preparations for scheduled audits/reviews to make available for auditors or reviewers all identified documents, records, and entity related materials requested by the auditors/reviews. Failure to substantially prepare for a scheduled audit engagement or provide requested documentation or information to an auditor/reviews during the scheduled audit period could result in the withholding of grant payments.

19.4 Random Reviews
The Pre-K provider will be subject to random, unannounced expenditure reviews by OSR or OSR contract auditors during the program year.

Note: All records (programmatic and financial) must be retained for a minimum of three years as stated in your contract.

19.5 Multi-County Pre-K Provider Budgets
Multi-county Pre-K providers shall maintain at least a minimum of one Pre-K program budget per county for OSR reporting needs.

19.6 Tracking of Pre-K Funds
The Pre-K provider shall maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principles (GAAP). All records must be retained for a minimum of three years as stated in your contract.

Note: The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual/mid-year reconciliation statement. If a Pre-K program is audited and receipts and other records are not available to support these amounts, funds must be returned to OSR. Examples of such records include federal and state payroll records to verify payment of lead and assistant teacher salaries, original receipts for equipment, supplies, and materials for Pre-K classrooms, and documentation of the Pre-K portion of operating expenses.

19.7 Fraudulent Use of Funds

The Pre-K provider shall ensure that expenses fully charged to the Pre-K funding source are not concurrently charged to another program funding source, e.g. CAPS subsidized childcare. Providers with CACFP or Summer Food Service Programs (SFSP) who are placed on the seriously deficient list and terminated from the food program will also be terminated from the Pre-K Program.

The Pre-K provider shall ensure that no Pre-K contract funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. Pre-K funds should be identifiable as separate from federal funds (e.g., Head Start, CACFP).

Note: Misuse of funds may result in repayment of funds and denial of current and future participation in Georgia's Pre-K Program and/or prosecution.

20.0 Other Financial Considerations

20.1 Inappropriate Lead Teacher

Failure to employ lead teachers who meet the minimum credential requirement will result in funding adjustments and may jeopardize future funding. **Non-documented or insufficient information on lead teacher credentials, beginning with the first roster, will result in automatic probation and may result in denial of current or future participation in the Pre-K program.**

20.2 Inappropriate Staff/Child Ratios

Failure to maintain the prescribed staff/child ratios may jeopardize a provider's current year program status and future funding. **Non-documented or insufficient information on staff/child ratios will result in automatic probation and may result in denial of current or future participation in the Pre-K program.**

20.3 Ineligible Birthdates

Failure to remove or correct ineligible Pre-K student birthdates by the first roster (see section 21.0 for first roster due date) will result in the center/school being placed on automatic probation with possible termination. **Providers will not be paid for the children listed with ineligible birthdates.**

20.4 Noncompliance

Serious or repeated instances involving noncompliance with program requirements (Pre-K, Child Care, or Nutrition Services) will result in immediate probationary status and may result in termination of the Pre-K contract during the program year. All contracts for future services will be held pending resolution of outstanding issues.

REPORTING REQUIREMENTS

21.0 2003-2004 School Year Critical Reporting Dates

Listed below are the critical reporting dates for submission of information to the Office of School Readiness.

September 2003	The Pre-K provider will be required to submit copies of all lead teacher credentials and/or certificates that cannot be verified electronically through the Georgia Professional Standards Commission (PSC) and other requested information to OSR in September 2003.

Count Date – 09/2/2003 **Due Date – 09/9/2003** **September 2003 ⇨ 1st Roster**	The Pre-K provider will send a completed Pre-K Program class roster and names of lead teachers and copies of credentials (except those that are verified electronically). This class roster form will be forwarded to the Pre-K provider in September 2003.
Count Date – 12/2/2003 **Due Date – 12/9/2003** **December 2003 ⇨ 2nd Roster**	The preprinted class roster form will be forwarded to the Pre-K provider in November 2003. A corrected Pre-K Program class roster of new and/or withdrawn students and updates of replacement personnel names for lead teachers and credentials will be submitted to OSR in December 2003.
Count Date – 2/3/2004 **Due Date – 2/10/2004** **February 2004 ⇨ FINAL Roster**	The preprinted class roster form will be forwarded to the Pre-K provider in January 2004. A corrected Pre-K Program class roster of new and/or withdrawn students and updates of replacement personnel names for lead teachers and credentials will be submitted to OSR in February 2004.
April 14, 2004	The deadline for approval (by your Pre-K consultant) of technology, playground, or other equipment purchases requiring OSR approval will be Monday, April 14, 2004.
August 29, 2004	The Private Pre-K provider will provide OSR a copy of a reconciliation report spanning the dates of the contract, including supporting documentation, if requested, for purposes of verifying that funds were spent in appropriate categories for their intended uses, by Friday, August 29, 2004.
September 30, 2004	The Local School System Pre-K providers will provide OSR a copy of a reconciliation report spanning the dates of the contract, including supporting documentation, if requested, for purposes of verifying that funds were spent in appropriate categories for their intended uses, by Tuesday, September 30, 2004.
If change occurs	Any change from the original approved contract requires prior written program revision request or immediate written notice within five working days following the change. This includes, but is not limited to, changes in site location, project director, reduction of number of classes, or sale of the facility.

Note: *Rosters must include staff date of hire along with date of enrollment and birth dates for children. This must be completed for reimbursement. Additional information will be required on enrolled children for the 2003-2004 school year including gender, race/ethnicity, English language proficiency, and Special Education services.*

OSR may request surveys and other information during this program year. Please return any requested information according to the formats and time lines indicated by OSR.

For Recipients of the Resource Coordination Grant

Tentative reporting dates for the Resource Coordination Report: Total Program Summary are:

November 17, 2003	**January 15, 2004**	**March 15, 2004**	**June 15, 2004**

BEST COPY AVAILABLE

COMMUNITY INVOLVEMENT

22.0 Local Coordinating Council

22.1 Participation

For the 2003-2004 school year, the existence of local coordinating councils will be **optional for each county**.

Note: In counties where local coordinating councils are effective in the coordination of services, OSR highly recommends that the individual councils continue their efforts.

22.2 Activities

For those counties where local coordinating councils **choose to remain active**, the following activities are suggested for facilitation:

- Update lists of local community resources and disseminate same to all RCs in the county
- Identify providers willing to donate medical services
- Provide forums for parents to share ideas and concerns
- Provide forums for discussing and solving local concerns/problems of providers, teachers, and RCs
- Provide forums for identifying a list of substitute teachers/teacher assistants that could be utilized by all providers
- Provide a forum for sharing instructional practices
- Develop a process to share non-confidential wait list information
- Provide a forum for compiling suggestions and submitting same to OSR

22.3 Policy Development

Local coordinating councils who wish to establish policy guidelines for providers in their communities must obtain **prior approval** from OSR before implementation of same.

SELECT INFORMATION FOR NEW AND EXPANSION PROGRAMS

23.0 New and Expansion Program General Information

- All new and expansion Pre-K classes should be adequately equipped with materials and equipment prior to commencement of program.

- All newly funded programs must submit materials and equipment requests for approval prior to purchasing items with OSR start-up funds. The OSR Pre-K consultant assigned to the Pre-K program will visit new programs to assist in this process. The OSR Basic Equipment, Materials, and Supplies Inventory List will be forwarded to each new Pre-K provider by the Pre-K consultant and is also available on the OSR website.

- New/expansion classroom start-up funds **must** be spent for classroom equipment, materials, and supplies.

- The Pre-K provider must establish an Automated Clearinghouse (ACH) Electronic Fund Transfer (EFT) process for payments to be electronically deposited in his or her bank account. Appropriate forms and instructions were included in the total application package.

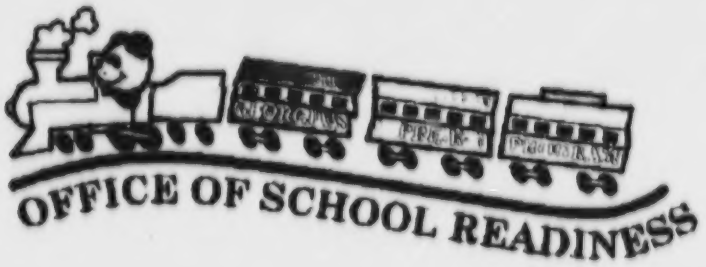
- Start-up funds for materials and equipment for new/expansion classes will be deposited in the Pre-K provider's bank account before August 2003.

- Funds will automatically be deposited in the Pre-K provider's account in 10 monthly installments, unless adjustments are necessary due to information received by OSR.

- Pre-K staff will monitor and evaluate program progress during random visits throughout the year. (section 9.0)

APPENDICES

- *Appendix A* – Content Standards
- *Appendix B* – Georgia's Pre-K Program Quality Assessment (PQA) Instrument
- *Appendix C* – PQA Scoring and Definitions
- *Appendix D* – Basic Equipment, Materials, and Supplies Inventory List
- *Appendix E* – Teacher Waiver Request
- *Appendix F* – Parent Acknowledgement Form
- *Appendix G* – Parent Orientation
- *Appendix H* – CAPS Form
- *Appendix I* – Roster Information Form
- *Appendix J* – Reconciliation Report
- *Appendix K* – Staff Development Plan Form
- *Appendix L* – Staff Development Sample Plan



Georgia's Pre-K Program

Content Standards

Revised July 2003

Contents

Introduction

Language and Literacy 4

Mathematics 7

Science 10

Social Studies 13

Creative Expression 15

Social and Emotional 17

Physical Development 20

The Content Standards of Georgia's Pre-K Program have been revised to reflect current educational research and to align with Georgia's Quality Core Curriculum (QCC). The standards provide the foundation for instruction in all Georgia Pre-K classrooms. The standards have been divided into seven curriculum areas:

- Language and Literacy
- Mathematics
- Science
- Social Studies
- Creative Expression
- Social and Emotional
- Physical Development

Each curriculum area has a variety of content standards to address skills and dispositions. Each content standard has performance indicators with examples.

The standards should be used for planning instruction and for assessing growth and development. Due to the cognitive and developmental learning continuum of Pre-K children, instruction must be planned to meet each child's individual needs. Keep in mind that Pre-K children learn best with a balance of teacher-directed and child-initiated activities that encourage thinking, reasoning and communication. Remember also, that Pre-K children need movement, hands-on activities, lots of language and a supportive environment.

For questions concerning these standards contact the Office of School Readiness (404) 656-5957 or your Pre-K consultant. Visit our website, www.osr.state.ga.us, for a listing of research references, additional teaching ideas and a list of recommended children's books.

Daphne Haley
Pre-K Division Director

Language and Literacy

Prekindergarten children develop language and literacy through interactions with adults and other children, engagement with materials and instructional experiences. In providing the foundation for later reading, Pre-K children should be exposed to activities that will develop the ability to listen for a variety of purposes and to discriminate sounds in language. Language development is critical to later reading success and children develop language through conversations with adults and peers, using instructional materials and engaging in language development activities. Children develop an awareness of print and books through a variety of activities and interactions with print and begin writing using pictures, symbols and letters. Later reading success is directly correlated to the interaction of children with books through listening and responding to books read aloud and engaging in activities related to the stories.

Content Standards

Children will develop skills in listening for a purpose
Children will learn to discriminate the sounds of language (phonological awareness)
Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books
Children will develop and expand expressive language skills
Children will begin to develop age-appropriate strategies that will assist in reading
Children will begin to develop age appropriate writing skills

Performance Indicators
Listens to and follows spoken directions
Responds to questions
Listens to recordings and shows understanding through body language or by interacting appropriately
Listens to stories read aloud and shows understanding through body language or by interacting appropriately
Differentiates sounds that are same and different
Repeats rhymes, poems and finger plays
Recognizes the same beginning sounds in different words (alliteration)
Shows growing ability to hear and discriminate separate syllables in words
Creates and invents words by substituting one sound for another
Increases vocabulary through everyday communication
Uses new vocabulary words correctly within the context of play or other classroom experiences
Connects new vocabulary with prior educational experiences
Uses language for a variety of purposes
Engages in conversations with adults and children
Uses complete sentences of increasing length in conversation
Uses language to pretend or create
Demonstrates an interest in books or stories
Discusses books or stories read aloud
Exhibits book-handling skills
Associates symbols with objects, concepts and functions
Recognizes that print represents spoken words
Dramatizes, tells and retells poems and stories
Identifies some individual letters of the alphabet
Shares books and engages in pretend-reading with other children
Becomes increasingly familiar with the structure of stories
Recognizes books as a source of information
Connects information and events in books to real-life experiences
Experiments with a variety of writing tools, materials and surfaces
Uses scribbles, shapes, pictures and letters or other forms of writing
Understands that print is used to communicate ideas and information
Begins to dictate words, phrases, and sentences to an adult recording on paper

Language and Literacy Development Content Standards

LD 1 Children will develop skills in listening for a purpose.

	Performance Indicators	Examples
LD 1 a	Listens to and follows spoken directions	• Follows directions such as, "Hang up your jacket and come to the group area." • Repeats an instruction to a friend
LD 1 b	Responds to questions	• Answers questions from familiar adults and peers • Responds to questions during causal conversation
LD 1 c	Listens to recordings and shows understanding through body language or by interacting appropriately.	• Sings along with songs on tape • Turns pages of books
LD 1 d	Listens to stories read aloud and shows understanding through body language or by interacting appropriately.	• Leans forward or smiles as books are read during group time • Repeats the rhyme in a repetitive book

LD 2 Children will learn to discriminate the sounds of language (phonological awareness)

	Performance Indicators	Examples
LD 2 a	Differentiates sounds that are the same and different	• Recognizes that "Mark" and "Matt" begin with the same sound • Identifies common environmental sounds or animal sounds
LD 2 b	Repeats rhymes, poems and finger plays	• Repeats rhymes such as " Humpty Dumpty" • Repeats finger plays and poems such as "Itsy Bitsy Spider"
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)	• Plays with repetitive sounds such as: snakes slither or the big blue ball bounces
LD 2 d	Shows growing ability to hear and discriminate separate syllables in words	• Claps hands for syllables in names or other familiar words
LD 2 e	Creates and invents words by substituting one sound for another	• Sings the " Name Game" or "Willoughby Walleby Woo" and substitutes different beginning sounds for names

LD 3 Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books

	Performance Indicators	Examples
LD 3 a	Increases vocabulary through everyday communication	• Participates in "Daily Message/Daily News" • Expresses ideas heard in stories
LD 3 b	Uses new vocabulary words correctly within the context of play or other classroom experiences	• After discussing community helpers, child says, "I want to be a veterinarian and take care of animals." • Creates a story for a wordless picture book.
LD 3 c	Connects new vocabulary with prior educational experiences	• Helps create a language experience chart after participating in a field trip

LD 4 Children will develop and expand expressive language (speaking) skills

	Performance Indicators	Examples
LD 4 a	Uses language for a variety of purposes	• Uses language to express needs, feelings or preferences • Uses different voices for characters in a story
LD 4 b	Engages in conversations with adults and children	• Asks and answers questions for information and to solve problems • Tells personal narrative • Engages in turn-taking conversations
LD 4 c	Uses complete sentences of increasing length in conversation	• Uses descriptive words • Expands on ideas

BEST COPY AVAILABLE

LD 4 d	Uses language to pretend or create	• Pretends with words or actions • Tells real or make-believe stories

LD 5 Children will begin to develop age-appropriate strategies that will assist in reading.

	Performance Indicators	Examples
LD 5 a	Demonstrates an interest in books or stories	• Chooses to look at books independently • Requests that books be read
LD 5 b	Discusses books or stories read aloud	• Asks questions about a story or illustration • Adds personal information to a story
LD 5 c	Exhibits book-handling skills	• Looks at books appropriately, turning one page at a time, left to right, top to bottom, front to back of book
LD 5 d	Associates symbols with objects, concepts and functions	• Recognizes familiar logos • Checks class job chart to find out whose job it is to wash the tables after snack • Uses labels in classroom to put away materials
LD 5 e	Recognizes that print represents spoken words	• Sees a word in the environment and asks the teacher about the word
LD 5 f	Dramatizes, tells and retells poems and stories	• Uses puppets or flannel board to retell a story • Tells a story to friends
LD 5 g	Identifies some individual letters of the alphabet	• Identifies letters when using alphabet play dough cutters • Identifies letters in name or in the environment
LD 5 h	Shares books and engages in pretend-reading with other children	• Shares a book with another child at the library center
LD 5 i	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	• Retells the main events in a story • Discusses the characters in a story • Uses illustrations to predict printed text, such as saying, "Goldilocks is running away!"
LD 5 j	Recognizes books as a source of information	• Asks the teacher to read a book about the classroom pet • Sees a fire truck outside and selects a book about fire trucks
LD 5 k	Connects information and events in books to real-life experiences	• When reading a book about a dog, talks about the pet at home

LD 6 Children will begin to develop age-appropriate writing skills

	Performance Indicators	Examples
LD 6 a	Experiments with a variety of writing tools, materials and surfaces	• Draws or writes using pencils, markers, crayons, paint, shaving cream • Draws or writes on paper, cardboard, chalkboard, dry-erase board
LD 6 b	Uses scribbles, shapes, pictures and letters or other forms of writing Stages of writing: Pictures Scribbles (squiggle lines and shapes) Letter-like forms Copies letters/words from the environment Uses letters to represent sounds in words Labels objects in drawings Connects words to form sentences Creates a story with beginning, middle, and end	• Uses scribble writing and letter-like forms • Draws pictures to represent ideas • Copies word cards from the writing center • Writes name or names of friends • Copies words from environment
LD 6 c	Understands that print is used to communicate ideas and information (writing for a purpose)	• Writes list in the dramatic play area • Makes signs in the block center • Writes messages for friends or adults • Writes name on work to show ownership
LD 6 d	Begins to dictate words, phrases, and sentences to an adult recording on paper	• Tells an adult a story to record • Identifies objects in drawing/painting for adult to record

BEST COPY AVAILABLE

Mathematics

Mathematical instruction in Prekindergarten builds on the child's natural curiosity and desire to make order in the surrounding world. The instruction and the environment challenge children to explore ideas related to patterns, shapes, numbers and space with increasing sophistication. Mathematical concepts develop as counting activities are built into the daily routine and activities are planned to reinforce the concept of one-to-one correspondence. Children develop an understanding of patterns and predictability as they participate in reading predictable books, see patterns in the environment, use classrooms materials and engage in patterning activities. As teachers use mathematical language, children are able to connect concepts of "more or less" with concrete objects. An understanding of size and measurement develops as children use non-standard or standard means to measure classroom materials. The experience of developing math concepts in Pre-K using hands-on materials lays the foundation for later abstract mathematical thinking.

Content Standards

Children will begin to develop an understanding of numbers
Children will create and duplicate simple patterns
Children will sort and classify objects
Children will develop a sense of space and an understanding of basic shapes
Children will learn how to use a variety of non-standard and standard means of measurement

Performance Indicators
Counts by rote
Arranges sets of objects in one-to-one correspondence
Counts objects using one-to-one correspondence
Compares the sets of objects using language
Begins to understand concept of part and whole using real objects
Identifies first and last in a series
Associates numeral name with set of objects
Copies a pattern using sounds or physical movements
Recognizes and reproduces simple patterns of objects
Reproduces and extends a pattern using objects
Independently creates patterns using objects
Spontaneously recognizes and identifies patterns in the environment
Matches like objects
Sorts objects using one characteristic
Classifies objects using more than one characteristic
Sorts and classifies objects using self-selected criteria
Explains sorting or classifying strategy
Participates in creating and using real and pictorial graphs or other simple representations of data
Recognizes and describes basic geometric shapes
Uses classroom materials to create shapes
Uses language to indicate where things are in space: positions, directions, distance, order
Associates and describes the passage of time with actual events
Uses mathematical language to describe experiences involving measurement
Measures the passage of time using non-standard or standard means
Measures the length of objects using non-standard or standard measures
Measures the volume of objects using non-standard or standard measures
Measures and compares the weight of objects using non-standard or standard measures
Orders two or more objects by size (seriation)

Mathematical Development Content Standards

MD 1 Children will begin to develop an understanding of numbers

	Performance Indicators	Examples
MD 1 a	Counts by rote	• Counts in finger plays or rhymes • Sings a counting song
MD 1 b	Arranges sets of objects in one-to-one correspondence	• Matches blocks with animals • Places a spoon on each plate at the table
MD 1 c	Counts objects using one-to-one correspondence	• Counts manipulatives • Counts the number of children present
MD 1 d	Compares sets of objects using language	• Identifies "more than, less than or same" when comparing two groups • Explains that all of the long sticks are in one box and all the short sticks are in another box
MD 1 e	Begins to understand concept of part and whole using real objects	• Recognizes the difference between a whole apple and part of an apple
MD 1 f	Identifies first and last in a series	• Lines objects on table and points to first in line and the last in line
MD 1 g	Associates numeral name with set of objects	• Counts four objects and says, "I have four bears."

MD 2 Children will create and duplicate simple patterns

	Performance Indicators	Examples
MD 2 a	Copies a pattern using sounds or physical movements	• Snaps, claps, stomps a rhythmic pattern
MD 2 b	Recognizes and reproduces simple patterns of objects	• Creates patterns using manipulatives, blocks or other objects in the classroom
MD 2 c	Reproduces and extends a pattern using objects	• Sees the pattern in a string of beads and determines which bead is needed to continue the pattern
MD 2 d	Independently creates patterns using objects	• Creates patterns using manipulatives, blocks or other objects in the classroom
MD 2 e	Spontaneously recognizes and identifies patterns in the environment	• Recognizes patterns in rugs, clothes, daily schedule • Recognizes repeated phrases in stories

MD 3 Children will sort and classify objects

	Performance Indicators	Examples
MD 3 a	Matches like objects	• Places all of the dinosaurs together
MD 3 b	Sorts objects using one characteristic	• Places all of the red blocks together and all of the green blocks together • Places the big animals in one group and small animals in another group
MD 3 c	Classifies objects using more than one characteristic	• Makes a grouping of red triangles, green triangles, red squares and green squares (sorted by color and shape)
MD 3 d	Sorts and classifies objects using self-selected criteria	• Sorts through a box of buttons and makes up rules for organization
MD 3 e	Explains sorting or classifying strategy	• Sorts items and says, "I put all of the big animals together."
MD 3 f	Participates in creating and using real and pictorial graphs or other simple representations of data	• Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph • Helps to creates a chart of favorite foods by placing name or symbol under the correct column

BEST COPY AVAILABLE

MD 4 Children will develop a sense of space and an understanding of basic shapes

	Performance Indicators	Examples
MD 4 a	Recognizes and describes basic geometric shapes	• During group time, says "I am sitting on a square." • Notes that the classroom door is a rectangle
MD 4 b	Uses classroom materials to create shapes	• Combines unit blocks to make shapes • Forms shapes using play dough
MD 4 c	Uses language to indicate where things are in space: positions, directions, distances, order	• Uses positional words such as over, under, behind during play • Places an object inside and outside, behind and in front, under and above, beside and on a box on a table

MD 5 Children will learn how to use a variety of non-standard and standard means of measurement

	Performance Indicators	Examples
MD 5 a	Associates and describes the passage of time with actual events	• Notes that snack time is after outdoor time • Remarks that yesterday was special because of the trip to the library • Recalls daily schedule • Uses words to describe time intervals such as, yesterday, today and tomorrow
MD 5 b	Uses mathematical language to describe experiences involving measurement	• Uses comparison terms, such as, "My block is longer than yours" (heavy/light, big/little, tall/short)
MD 5 c	Measures the passage of time using non-standard or standard measures	• Uses the sand timer to measure time at the computer
MD 5 d	Measures the length of objects using non-standard or standard measures	• Uses links to measure the length of a table • Uses hands, feet or string to measure length • Uses a ruler to measure the length of a block
MD 5 e	Measures the volume of objects using non-standard or standard measures	• Uses a cup or plastic container to measure the water in the sensory table • Uses measuring cups to measure ingredients for a recipe
MD 5 f	Measures and compares the weight of objects using non-standard or standard measures	• Holds a block in each hand and identifies which is heaviest • Uses balance scale to compare weight of small blocks and plastic cubes
MD 5 g	Orders two or more objects by size (seriation)	• Uses blocks of three different sizes and places in order of size-small, medium, large • Arranges four rods from shortest to longest

BEST COPY AVAILABLE

Science

PreKindergarten children are naturally curious about their world. Pre-K science activities encourage the student to explore, investigate, observe and record changes in the environment. Children learn to use their senses and simple tools such as magnets and magnifiers to make observations and collect information. Activities such as noting the changes in the seasons, caring for animals and classroom pets, becoming acquainted with good health practices encourage the further development of scientific thinking.

Content Standards

Children will use processes of science to actively explore and increase an understanding of the environment
Children will acquire scientific knowledge related to life science
Children will acquire scientific knowledge related to physical science
Children will acquire scientific knowledge related to earth science
Children will acquire scientific knowledge related to health science

Performance Indicators
Asks questions about objects, organisms or events in the environment
Uses senses to observe and learn about objects
Uses language to describe observations
Uses simple equipment to experiment, observe and increase understanding
Records observations through dictating to an adult, drawing pictures or using other forms of writing
Predicts what will happen next based on previous experience
Observes, explores and describes a wide variety of animals and plants
Recognizes there are basic requirements for all common life forms
Observes, explores and describes a variety of non-living objects
Understands that plants and animals have varying life cycles
Participates in activities related to preserving the environment
Investigates and describes states of matter
Describes objects by their physical properties
Explores simple machines
Investigates, compares and contrasts seasonal changes in the immediate environment
Discovers through observations that weather can change from day to day
Participates in activities to explore the earth and sky
Participates in activities related to health
Participates in activities related to nutrition
Discusses and utilizes appropriate safety procedures

Scientific Development Content Standards

SD 1 Children will use processes of science to actively explore and increase understanding of the environment

	Performance Indicators	Examples
SD 1 a	Asks questions about objects, organisms or events in environment	• Notes the different ways that insects can move • Inspects a bird's nest and wonders how it was constructed • Sees a rainbow and asks how it was formed
SD 1 b	Uses senses to observe and learn about objects	• Identifies scent containers by sense of smell • Identifies objects in a "feely" bag by touch
SD 1 c	Uses language to describe observation	• Notes that the hamster is small, furry and soft
SD 1 d	Uses simple equipment to experiment, observe and increase understanding	• Uses magnet wands to identify magnetic items in science center • Looks through prism and says, "I can see a rainbow."
SD 1 e	Records observations through dictating to an adult, drawing pictures or using other forms of writing	• Draws pictures documenting result of experiment using magnets
SD 1 f	Predicts what will happen next based on previous experience	• After planting a seed, says "We planted seeds at our house and grew flowers."

SD 2 Children will acquire scientific knowledge related to life science

	Performance Indicators	Examples
SD 2 a	Observes, explores and describes a wide variety of animals and plants	• Uses picture cards and matches animals and their offspring • Describes the different types of leaves on the trees on the playground
SD 2 b	Recognizes there are basic requirements for all common life forms	• Takes care of familiar plants and animals in the classroom
SD 2 c	Observes, explores and describes a variety of non-living objects	• Makes collections of non-living objects such as rocks, sea shells, buttons
SD 2 d	Understands that plants and animals have varying life cycles	• Observes life cycle of insects or amphibians • Reads books about life cycles such as: *The Very Hungry Caterpillar*
SD 2 e	Participates in activities related to preserving the environment	• Places scrap paper in the classroom recycling bin • Assists in planting a tree

SD 3 Children will acquire scientific knowledge related to physical science

	Performance Indicators	Examples
SD 3 a	Investigates and describes the states of matter	• Observes ice melting • Describes the difference between liquid and solid objects
SD 3 b	Describes objects by their physical properties	• Describes the difference between the wet sand and the dry sand • Describes how water flows through a tube in the sensory table
SD 3 c	Explores simple machines	• Creates a ramp for cars in the block center

SD 4 Children will acquire scientific knowledge related to earth science

	Performance Indicators	Examples
SD 4 a	Investigates, compares and contrasts seasonal changes in the immediate environment	• Notes that it is necessary to wear jackets in the winter because it is cold outside. • Draws a picture of the weather outside
SD 4 b	Discovers through observations that weather can change from day to day	• Graphs daily weather • Reads outside thermometer and records observations in a weather journal

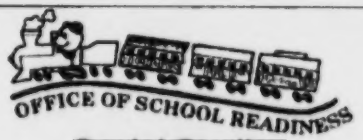
BEST COPY AVAILABLE

SD 4 c	Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)	• Listens to stories about the earth and sky such as: *Good Night Moon, In the Tall Tall Grass, It Looked Like Spilt Milk* • Observes and draws pictures of clouds • Observes and draws pictures of shadows at varying times of the day • Collects rocks and classifies by size, color, shape, texture

SD 5 Children will acquire scientific knowledge related to health science

	Performance Indicators	Examples
SD 5 a	Participates in activities related to health	• Washes hands after toileting/before eating • Dramatizes health care professional roles • Uses the tooth model to demonstrate how to properly brush teeth
SD 5 b	Participates in activities related to nutrition	• Identifies healthy foods • Sorts the plastic food in the dramatic play area into groups of fruits and vegetables
SD 5 c	Discusses and utilizes appropriate safety procedures	• Knows to call 911 in an emergency • Discusses safety rules for playground • Participates in activities to learn to avoid dangerous situations

BEST COPY AVAILABLE



Social Studies

Social Studies in Pre-K is the development of meaningful knowledge about the people, jobs, landmarks and cultures of the surrounding community. Children also learn how to contribute to the successful functioning of the classroom. They become aware of the similarities and differences among people and how each person is an important member of the community. As children learn about responsibility in the classroom community they begin building skills needed for participating in a democracy.

Content Standards

Children will develop an appreciation of his/her role as a member of the family, the classroom and the community
Children will develop a respect for differences in people
Children will express beginning geographic thinking

Performance Indicators
Begins to understand family structures and roles
Participates in classroom jobs and contributes to the classroom community
Becomes aware of the roles, responsibilities and services provided by community workers
Identifies similarities and differences among people
Demonstrates an emerging awareness and respect for culture and ethnicity
Demonstrates emerging awareness and respect for abilities
Identifies common features in the home and school environment
Creates simple representations of home, school or community
Uses and responds to words to indicate directionality, position and size
Develops an awareness of the community, city and state in which he/she lives
Recognizes characteristics of other geographic regions and cultures

Social Studies Content Standards

SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom and the community

	Performance Indicators	Examples
SS 1 a	Begins to understand family structures and roles	• Identifies different family structures • Looks at photographs of classmates' families
SS 1 b	Participates in classroom jobs and contributes to the classroom community	• Feeds fish, picks up paper off the floor, passes out napkins during snack, helps during clean-up time
SS 1 c	Becomes aware of the roles, responsibilities and services provided by community workers	• Pretends to be a store salesperson or mail carrier during dramatic play • Identifies community workers by the uniform worn or the equipment used • Completes the community worker puzzle and describes the various jobs

SS 2 Children will develop a respect for differences in people

	Performance Indicators	Examples
SS 2 a	Identifies similarities and differences among people	• Recognizes that classmates have hair but it can be different colors, lengths and textures
SS 2 b	Demonstrates an emerging awareness and respect for culture and ethnicity	• Learns some words of other languages • Tastes a snack that a classmate from another culture brings to school
SS 2 c	Demonstrates emerging awareness and respect for abilities	• Reads a story about a child with a disability • Includes children with disabilities in play/conversation

SS 3 Children will express beginning geographic thinking

	Performance Indicators	Examples
SS 3 a	Identifies common features in the home and school environment	• Describes what is seen on the way to school • After touring the school, draws a picture about what was seen
SS 3 b	Creates simple representations of home, school or community	• Builds a familiar street with blocks • Draws a simple map of classroom or school • Drives toy cards on roads made from blocks or uses blue paper to represent water
SS 3 c	Uses and responds to words to indicate directionality, position and size	• Identifies objects that are near and far • Talks about the largest building in the city
SS 3 d	Develops awareness of the community, city and state in which he/she lives	• Takes a walking field trip to explore the local community • Identifies the name of the city and state in which he/she lives
SS 3 e	Recognizes characteristics of other geographic regions and cultures	• Explores the characteristics of arctic animals • Reads a story about life in the rain forest

BEST COPY AVAILABLE

Creative Expression

Art, music, and drama provide opportunities for students to express themselves creatively using a variety of symbols. Through experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and that reflect their learning style. Children also learn to appreciate the contributions of other children and adults in the world of the arts.

Content Standards

Children will explore and use a variety of materials to develop artistic expression
Children will participate in music and movement activities
Children will use drama to express individuality

Performance Indicators
Experiments with a variety of materials and activities for sensory experience and exploration
Uses materials to create original work and self-expression
Shares ideas about personal artwork
Expresses interest in and shows appreciation for the creative work of others
Uses music and movement to express thoughts, feelings and energy
Participates in group singing or other musical activities
Participates in creative movement and dance
Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences
Recreates a story or poem through drama
Participates in activities using symbolic materials and gestures to represent real objects and situations

Creative Expression Content Standards

CE 1 Children will explore and use a variety of materials to develop artistic expression

	Performance Indicators	Examples
CE 1 a	Experiments with a variety of materials and activities for sensory experience and exploration	• Uses markers, paint, crayons, modeling clay, collage materials, play dough
CE 1 b	Uses materials to create original work and for self-expression	• Uses collage materials to create a picture • Creates a sculpture using clay
CE 1 c	Shares ideas about personal art work	• Explains painting or drawing to another person • Creates an airplane with materials and tells teacher how each part makes it work
CE 1 d	Expresses interest in and shows appreciation for the creative work of others	• Watches classmates perform a puppet show or a dance they have created • Comments with enthusiasm on the construction, artwork or writing that classmates have created • Shows interest in illustrations in books or pieces of art work in the environment

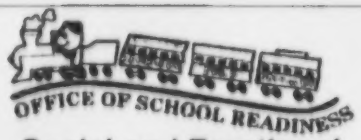
CE 2 Children will participate in music and movement activities

	Performance Indicators	Examples
CE 2 a	Uses music and movement to express thoughts, feelings and energy	• Uses props to respond with expression to music of various tempos • Interprets emotions through music • Develops movements that express concepts (feelings, directions, words, ideas)
CE 2 b	Participates in group singing or other musical activities	• Sings a song with the group during circle time • Plays the classroom musical instruments
CE 2 c	Participates in creative movement and dance	• Creates a movement that responds to the beat of a record • Exhibits a variety of ways to move (forward, backward, sideways) • Shows creativity in movement (marching, hopping, jumping, snapping, twisting, dancing, swaying, stomping, turning)

CE 3 Children will use drama to express individuality

	Performance Indicators	Examples
CE 3 a	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	• Puts on the fireman's hat and pretends to put out a fire • Uses a note pad to take a restaurant order in the home living area
CE 3 b	Recreates a story or poem through drama	• Uses props to retell the story of *The Three Little Pigs* • Pretends to be "Jack Be Nimble" and jumps over a block representing a candlestick
CE 3 c	Participates in activities using symbolic materials and gestures to represent real objects and situations	• Uses a block to represent a telephone • Claps hands to represent thunder • Uses a scarf to symbolize the wind blowing

BEST COPY AVAILABLE



Social and Emotional

In PreKindergarten, children develop social and emotional skills that allow them to successfully participate in society. Interpersonal and social skills for communicating with others and learning how to express emotions in socially acceptable ways are taught through direct and indirect instruction. Attention is also given to helping children to take initiative, to develop curiosity and persistence in performing tasks.

Content Standards

Children will develop confidence and positive self-awareness
Children will develop curiosity, initiative, self-direction and persistence
Children will increase the capacity for self-control
Children will develop interpersonal and social skills for relating with other members of the learning community

Performance Indicators
Demonstrates knowledge of personal information
Recognizes self as a unique individual and becomes aware of the uniqueness of others
Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments
Develops personal preferences
Shows interest in learning new concepts and trying new experiences
Initiates interaction with others
Demonstrates self-direction in use of materials
Develops independence during activities, routines, play
Sustains attention to task or activity appropriate for the age
Helps establish classroom rules and routines
Follows rules and routines within the learning environment
Uses classroom materials purposefully and respectfully
Manages transitions and adapts to changes in routine
Expresses feelings through appropriate gestures, actions and language
Interacts appropriately with peers and familiar adults
Begins to recognize the needs and rights of others
Shows empathy and understanding to others
Participates successfully as a member of a group
Participates in resolving conflicts and disagreements with others

Social and Emotional Content Standards

SE 1 Children will develop confidence and positive self-awareness

	Performance Indicators	Examples
SE 1 a	Demonstrates knowledge of personal information	• Describes self using several basic characteristics (gender, name, age) • Says name when asked or sings name in a song
SE 1 b	Recognizes self as a unique individual and becomes aware the of uniqueness of others	• States, "I have brown eyes, Mary has blue eyes." • Says, "My hair is short and my friend has long hair."
SE 1 c	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments	• Says, "Watch me. I can do it by myself."
SE 1 d	Develops personal preferences	• Makes choices during independent activities • Chooses a favorite color, food, song, etc.

SE 2 Children will develop curiosity, initiative, self-direction and persistence

	Performance Indicators	Examples
SE 2 a	Shows interest in learning new concepts and trying new experiences	• Investigates and experiments with materials • Asks questions about the people in the classroom environment
SE 2 b	Initiates interaction with others	• Introduces himself to a new classmate • Invites other children to join play
SE 2 c	Demonstrates self-direction in use of materials	• Chooses learning activities • Chooses to use the writing center to make a card for a friend • Becomes involved with classroom materials without teacher prompting
SE 2 d	Develops independence during activities, routines, play	• Selects additional materials to complete a project • Hangs up book bag/jacket upon arrival to school
SE 2 e	Sustains attention to a task or activity appropriate for age	• Builds an extensive block structure • Completes a challenging puzzle

SE 3 Children will increase the capacity for self-control

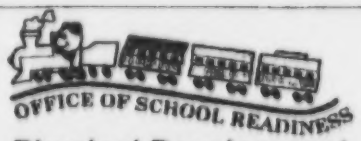
	Performance Indicators	Examples
SE 3 a	Helps to establish classroom rules and routines	• Provides ideas to make the classroom run smoothly • Discusses rules for being safe outdoors
SE 3 b	Follows rules and routines within the learning environment	• Remembers to follow simple rules such as walking in the hallways • Participates in simple non-competitive games
SE 3 c	Uses classroom materials purposefully and respectfully	• Uses materials and equipment without breaking or destroying the items • Puts materials back into the assigned spaces
SE 3 d	Manages transitions and adapts to changes in routine	• Moves smoothly from one routine to another • Understands and follows daily schedule
SE 3 e	Expresses feelings through appropriate gestures, actions and language	• Identifies common emotions such as: • " I am happy," or "That made me sad." • Uses words to express frustration rather than hitting another child

BEST COPY AVAILABLE

SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community

	Performance Indicators	Examples
SE 4 a	Interacts appropriately with peers and familiar adults	• Follows suggestions given by a friend concerning their play • Greets the teacher or other adults when arriving at school
SE 4 b	Begins to recognize the needs and rights of others	• Gives assistance to peers who are trying to solve a problem such as zipping coats or tying shoes • Responds appropriately to a friend when he/she says, "No" • Respects personal space and belongings of others
SE 4 c	Shows empathy and understanding to others	• Is concerned and wants to help when a classmate falls • Helps a classmate pick up spilled toys • Carries something for a child who is unable to do so
SE 4 d	Participates successfully as a member of a group	• Cooperates with other children during dramatic play or in building block structures • Works with other children to complete a project • Develops friendships with peers
SE 4 e	Participates in resolving conflicts and disagreements with others	• Settles a dispute with another child through negotiation • Takes turns without pushing or other conflict • Seeks help from a teacher when needed

BEST COPY AVAILABLE



Physical Development

Physical development impacts learning in all curriculum areas. Activities should be structured to encourage children to explore the world, promote agility and strength and to develop balance and coordination. Materials and activities for developing fine motor muscles are also an essential part of the Pre-K program.

Content Standards

Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination
Children will participate in activities that foster fine-motor development

Performance Indicators
Exhibits body and spatial awareness
Develops coordination and balance
Coordinates movements to perform tasks
Performs fine-motor tasks that require small-muscle strength and control
Uses eye-hand coordination to perform fine-motor tasks
Exhibits manual coordination

Physical Development Content Standards

PD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination

	Performance Indicators	Examples
PD 1 a	Exhibits body and spatial awareness	• Moves with confidence and safety around the room, in the halls and when going up and down stairs
PD 1 b	Develops coordination and balance	• Carries a glass of water across the room without spilling it • Peddles and steers a tricycle • Walks on balance beam • Balances on one foot
PD 1 c	Coordinates movements to perform tasks	• Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns • Climbs a slide ladder using arms and feet • Moves body into position to catch or kick a ball • Builds strength and stamina in movement activities

PD 2 Children will participate in activities that foster fine motor development

	Performance Indicators	Examples
PD 2 a	Performs fine-motor tasks that require small-muscle strength and control	• Tears a piece of tape off a roll of tape • Uses paper punch or stapler • Works with play dough • Uses writing tools
PD 2 b	Uses eye-hand coordination to perform fine-motor tasks	• Puts together puzzles • Strings beads or puts pegs into boards
PD 2 c	Exhibits manual coordination	• Uses scissors and art materials • Uses hands and fingers to act out finger plays and songs • Begins to practice self-help skills in zipping and buttoning

BEST COPY AVAILABLE

GEORGIA'S PREKINDERGARTEN
PROGRAM QUALITY ASSESSMENT

Date _____ Time Arrived ____:____

Visit Number 1 2 3 4 5 6 7 8 9 10 Time Departed ____:____

Legal Name _____

d/b/a _____

Consultant Name _____

County _____ Curriculum _____

Project Director _____ Site Director _____

Person Interviewed _____

Teacher	LT	AT	Start Date	End Date	New	Cont.	Atten.	Enroll.

Technical Assistance provided in the following areas:

	Date	Date		Date	Date		Date	Date		Date	Date		Date	Date
A1			A9			A17			B4			C1		
A2			A10			A18			B5			C2		
A3			A11			A19			B6			C3		
A4			A12			A20			B7			C4		
A5			A13			A21			B8			C5		
A6			A14			B1			B9			C6		
A7			A15			B2			B10			D1		
A8			A16			B3			B11					

Comments:

Compliance Codes: NA--Not Applicable, NM--Not Met, PM--Partially Meets, M--Meets, E--Exceeds

Section A: Program Administration

Date	Date			
☐	☐	A 1.	The required staffing for the instructional day services is in accordance with current guidelines.	Due Date
☐	☐	A 2.	The Project Director has attended required OSR sponsored training for the current school year.	Due Date
☐	☐	A 3.	The Site Director has attended OSR sponsored training for the current school year.	Due Date
☐	☐	A 4.	The Resource Coordinator, if applicable, has attended required OSR training for the current school year.	Due Date
☐	☐	A 5.	The Lead Teacher has attended the required OSR sponsored yearly training as designated by the guidelines.	Due Date
☐	☐	A 6.	The Assistant Teacher has attended the required OSR sponsored yearly training as designated by the guidelines.	Due Date
☐	☐	A 7.	Age documentation for all children is on file in accordance with current guidelines.	Due Date
☐	☐	A 8.	Acknowledgements for five-year-old children are on file in accordance with current guidelines.	Due date
☐	☐	A 9.	Immunization forms (3231) are current and on file at the site within 30 calendar days of the start of the child's Pre-K program.	Due date
☐	☐	A 10.	Eye, ear, and dental forms (3300) are on file at the site within 90 calendar days of the start of child's Pre-K program.	Due Date
☐	☐	A 11.	Documentation is on site to verify Category 1 eligibility.	Due Date
☐	☐	A 12.	The attendance rosters are maintained with times noted when children arrive late or leave before the end of the instructional day.	Due Date
☐	☐	A 13.	Absenteeism or tardiness issues are handled in accordance with current guidelines.	Due Date
☐	☐	A 14.	In expansion classes and newly funded programs, the initial $8,000 equipment, material, supply orders were submitted, approved and are present in the classroom.	Due Date
☐	☐	A 15.	A plan has been developed to spend a minimum of $1200 per classroom on new and/or replacement classroom equipment, materials and supplies.	Due Date
☐	☐	A 16.	Hours for instructional day services are in accordance with the current guidelines (6.5 hours).	Due Date
☐	☐	A 17.	The Pre-K funded eight-hour day for teachers includes 1.5 hours of teacher planning and/or other Pre-K related activities.	Due Date
☐	☐	A 18.	Children are referred for services, as needed, for special needs.	Due Date
☐	☐	A 19.	A plan has been developed to meet the needs of non-English speaking students.	Due Date
☐	☐	A 20	The procedures for disenrollment or suspension of a child from the Pre-K program have been followed as designated by the current guidelines.	Due Date
☐	☐	A 21.	A documented Pre-K orientation has been provided within 20 days of commencement of services.	Due Date

Compliance Codes: NA–Not Applicable, NM–Not Met, PM–Partially Meets, M–Meets, E–Exceeds

Section B: Physical Learning Environment

Date Date

☐ ☐ B 1. The classroom is arranged into clearly defined learning areas that enhance children's growth and development.

Due Date

Partially Meets OSR Standards
- ☐ Low shelves are used for display of items for children.
- ☐ Materials are accessible to the children.
- ☐ Low furniture is used to define the learning areas.
- ☐ Materials and furniture are in good repair.

Meets OSR Standards
- ☐ Additional materials are available to add to learning areas.
- ☐ Learning areas are clean.
- ☐ Learning areas are well lit.
- ☐ Shelves are organized and uncluttered.
- ☐ Items that are accessible to children are appropriate for their use.

Exceeds OSR Standards
- ☐ A protected space is accessible for one or two children to work or play without interruptions.
- ☐ Learning areas are changed to reflect current topics and interests.
- ☐ Quiet and noisy areas are separated.

☐ ☐ B 2. The classroom display reflects the children's interests and activities.

Due Date

Partially Meets OSR Standards
- ☐ Children's creative efforts are displayed in the classroom.
- ☐ Children's creative efforts are displayed at varying levels.

Meets OSR Standards
- ☐ Displayed work includes a variety of media (such as crayon/marker drawings, children's writing efforts, finger, easel, water color paintings, collages and other process-type efforts).
- ☐ Displayed work includes work which is unique and reflects individual expression.
- ☐ The majority of the display in the classroom is children's creative efforts.
- ☐ The children's creative efforts are displayed throughout the classroom.
- ☐ The items displayed in the classroom are current and are changed regularly.

Exceeds OSR Standards
- ☐ The classroom display reflects the current topics and children's interests.
- ☐ Pictures of the children and/or families are displayed in the classroom.
- ☐ The classroom display includes chart stories of current activities.
- ☐ Children select the location to display their work.

☐ ☐ B 3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.

Due Date

Partially Meets OSR Standards
- ☐ The reading area is cozy and inviting.
- ☐ Children's age appropriate literature is accessible.
- ☐ At least one book per child is displayed in an orderly manner.
- ☐ Additional books are available for rotation.
- ☐ Language and literacy materials are in good repair (books, puppets, flannel board stories, listening center).

Meets OSR Standards
- ☐ Big books are available.
- ☐ A listening area with books and corresponding tapes is accessible.
- ☐ The flannel board and flannel board stories are accessible.
- ☐ Puppets and other props for language development are accessible.
- ☐ Various writing materials are accessible that address differing developmental levels.

Exceeds OSR Standards
- ☐ Class-made books are included in the reading area.
- ☐ The books reflect the current topics in the classroom.
- ☐ Various literature types are accessible (fantasy, non-fiction, wordless, repetitive, informational, stories about people that reflect different cultures and abilities).
- ☐ Various reading and writing materials are accessible throughout the classroom.

☐ ☐ **B 4. The Math/Manipulative area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Due Date

Partially Meets OSR Standards
- ☐ Various puzzles are accessible that address differing development levels.
- ☐ Manipulatives include materials for counting, sorting, recognizing shapes, classification and hand/eye coordination.
- ☐ Enough manipulatives are accessible for small group activities.
- ☐ Materials are complete with all necessary components.

Meets OSR Standards
- ☐ Materials are stored in clear containers or containers with labels.
- ☐ Materials are well organized.
- ☐ Materials are in good condition.
- ☐ Materials are accessible to provide opportunities to measure length, weight and time.

Exceeds OSR Standards
- ☐ Materials are rotated to maintain interest.
- ☐ Math (patterning, sorting, classification) activities are included as a part of the daily routine.
- ☐ Number activities are included as part of the daily routine.
- ☐ Activities to teach time concepts are included as part of the daily routine.
- ☐ Real/found materials are used in developing math concepts.

☐ ☐ **B 5. The Dramatic Play area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Due Date

Partially Meets OSR Standards
- ☐ The area is large enough to accommodate several children.
- ☐ Materials are organized for easy accessibility and clean up.
- ☐ Various props, including dolls and dress-up clothes, are accessible.

Meets OSR Standards
- ☐ Real and found materials are included in the learning area.
- ☐ Dolls and doll accessories representing various populations of the world are accessible.
- ☐ Dress–up clothes include clothing worn by both men and women.
- ☐ A mirror is accessible to the children.

Exceeds OSR Standards
- ☐ A full-length mirror is included in the area.
- ☐ There are props/accessories related to the children's interests or themes.
- ☐ Props are rotated to maintain children's interest.

☐ ☐ **B 6. The Art area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Due Date

Partially Meets OSR Standards
- ☐ Basic items such as crayons, markers, paper, scissors and glue are accessible.
- ☐ Paint is accessible.
- ☐ Various items for collage making (buttons, beans, beads, feathers, craft sticks, etc.) are accessible.

Meets OSR Standards
- ☐ The center area is organized and orderly.
- ☐ Materials for 3-D creations (playdough, clay, cardboard tubes, wood pieces, etc.) are accessible.
- ☐ Various types of paper are accessible.
- ☐ The art easel is supplied with paint and paper and accessible daily.

Exceeds OSR Standards
- ☐ Smocks or cover-ups are accessible.
- ☐ There is a place for children's work to dry.
- ☐ A table is located in the art area.
- ☐ A source of water is nearby.

☐ ☐ **B 7. The Block area is equipped to provide many opportunities for children to explore, manipulate, investigate, and discover.**

Due Date

Partially Meets OSR Standards
- ☐ The area is large enough to accommodate several children.
- ☐ An adequate number of unit blocks is accessible for several children.
- ☐ An adequate number of hollow blocks is accessible for several children.

Meets OSR Standards
- ☐ Blocks are organized and sorted according to type.
- ☐ Block props and accessories such as large/small cars and trucks, people, animals and traffic signs are included in the block area.
- ☐ The block area is located away from traffic patterns.

Exceeds OSR Standards
- ☐ In addition to unit and hollow blocks, other types of blocks are accessible for use.
- ☐ Blocks and accessories are stored on open shelves.
- ☐ Shelves are labeled to aid in organization and clean-up.
- ☐ Real/found materials are included in the learning area.
- ☐ Block props and accessories are rotated to maintain children's interests.

☐ ☐ **B 8. Science materials are provided for children to explore, manipulate, investigate and discover.** Due Date

Partially Meets OSR Standards
- ☐ Materials for science exploration such as magnets, magnifiers, color paddles, prisms, etc. are accessible.
- ☐ A sensory table/tub is present in the classroom.

Meets OSR Standards
- ☐ Collections of natural items are accessible.
- ☐ Nature/science books, games and/or toys are accessible.
- ☐ Living things to care for and observe such as non-toxic plants or small pets are included in the classroom.
- ☐ A sensory table/tub is supplied, open, and accessible to the children.

Exceeds OSR Standards
- ☐ Various resources are used to add information and extend children's learning experiences.
- ☐ Writing supplies are placed with the science materials to record observations.
- ☐ Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences.

☐ ☐ **B 9. Music and movement materials are provided for children's use.** Due Date

Partially Meets OSR Standards
- ☐ Teachers provide daily opportunities for the children to participate in music and movement.
- ☐ Musical instruments are available for all of the children.
- ☐ There is a cassette player, record player or compact disc player in the classroom.
- ☐ Cassettes, records or compact discs are available.

Meets OSR Standards
- ☐ Various types of music are used daily.
- ☐ Music is played at various times of the day.
- ☐ Teachers provide multiple opportunities for children to participate in music and movement activities daily.
- ☐ Various musical instruments are accessible.
- ☐ Volume of background music is kept low.

Exceeds OSR Standards
- ☐ Materials are available for children to use to make their own instruments.
- ☐ Props (scarves, ribbons, streamers) for music and movement are available.
- ☐ Music/instruments reflect various cultures.

☐ ☐ **B10. An outside play area is designated for Pre-K children to use.** Due Date

Partially Meets OSR Standards
- ☐ The equipment and play area are in good repair and free of safety hazards.
- ☐ Adequate resilient surfacing is present.
- ☐ The equipment is appropriately sized for four-year-old children.
- ☐ Accommodations are made for children with special needs.

Meets OSR Standards
- ☐ The play area is free of debris.
- ☐ Mobile equipment such as tricycles, wagons, scooters, hoops, balls, and parachutes is available for daily use.
- ☐ Stationary equipment to promote gross motor skills is used daily.

Exceeds OSR Standards
- ☐ Learning center materials are available for outdoor play.
- ☐ The outdoor environment allows for a variety of settings (sun/shade, grass/concrete/sand).

☐ ☐ **B 11. Health and safety issues are addressed.** Due Date

Partially Meets OSR Standards
- ☐ The classroom environment is free from safety hazards.
- ☐ Toilets and sinks are adequately supplied.
- ☐ Children are adequately supervised throughout the instructional day to ensure their health and safety.
- ☐ When pets are present in the classroom, proper sanitation and care procedures are followed.

Meets OSR Standards
- ☐ Adults and children wash hands at appropriate times.
- ☐ Teachers model appropriate health and hygiene practices.
- ☐ Sanitary conditions are maintained when food is served.

Exceeds OSR Standards
- ☐ Health related books, games or displays are available.
- ☐ Community resources are used to reinforce health and safety concepts.
- ☐ Children are guided toward managing health practices independently.

Section C: Instruction and Curriculum

Date Date

___ ___

C 1. The daily routine is appropriate for the ages and abilities of the children.

Due Date

Partially Meets OSR Standards
- ❑ The written daily schedule is posted.
- ❑ Opening and closing activities are included on the daily schedule.
- ❑ Rest time does not exceed 60 minutes.

Meets OSR Standards
- ❑ The written daily schedule is implemented.
- ❑ Opening and closing activities are implemented.
- ❑ Smooth and orderly transitions are planned and implemented.
- ❑ Wait time between activities is kept to a minimum.
- ❑ Children are given adequate time to develop their play in self-selected learning areas.
- ❑ Plans/routines/schedules allow for flexibility based on the needs and interests of the children.
- ❑ Quiet activities are provided in a non-punitive manner for children who are non-sleepers.
- ❑ Instructional activities are included after rest time.

Exceeds OSR Standards
- ❑ A schedule for children (readers and non-readers) is posted at children's eye level in the classroom.
- ❑ The schedule is revised as children mature and develop.

C 2. The program enhances children's feelings of comfort, security and self-esteem through positive interactions.

Due Date

Partially Meets OSR Standards
- ❑ Each adult is actively involved with the children.
- ❑ Staff talk and listen to individual children with attention and respect throughout the day.
- ❑ Teachers respond to children's requests and questions.
- ❑ All children are treated with respect, dignity and acceptance.

Meets OSR Standards
- ❑ Meaningful/informal conversations between staff and children occur.
- ❑ Positive interactions occur at the children's eye level.
- ❑ Children's interactions are positive in nature.

Exceeds OSR Standards
- ❑ Activities are planned to promote group cooperation.
- ❑ Opportunities are provided for families to participate in the children's educational experience.

C 3. Discipline techniques are employed which foster self-control, responsibility and respect for self, others and property.

Due Date

Partially Meets OSR Standards
- ❑ Age appropriate/non-punitive discipline techniques are used that guide and redirect children.
- ❑ Teachers encourage appropriate behavior.
- ❑ The teachers' expectations for appropriate classroom behavior reflect the age and developmental level of the children.
- ❑ Corporal punishment is not used.

Meets OSR Standards
- ❑ Age appropriate classroom rules are developed and kept to a minimum.
- ❑ The learning environment is set up to prevent conflicts and promote positive interactions.
- ❑ Staff actively involve children in problem solving techniques.
- ❑ Logical and natural consequences are used when possible.
- ❑ A private guidance system is planned and implemented for individual children as needed.

Exceeds OSR Standards
- ❑ Various activities are planned to help children develop social skills.
- ❑ Teachers model and encourage children to focus on the positive behavior of others.
- ❑ Children are involved in developing classroom rules.

C 4. The environment and instruction promote language development.

Due Date

Partially Meets OSR Standards

- Teachers provide daily opportunities for the children to participate in finger-plays and/or rhymes.
- Teachers provide the opportunity for the children to participate in reading and discussing children's literature daily.
- Language development is encouraged through interactions with adults and peers.
- Language props are accessible in the learning areas.

Meets OSR Standards

- Meals and snacks are used as opportunities for language development.
- The environment is language and literacy focused and print rich.
- Adults ask open-ended questions and provide time for children to reflect and respond.
- Teachers provide multiple opportunities for the children to participate in reading and discussing children's literature daily.
- Adults support language development of children who are learning to speak English.
- Adults support language development for children with special needs (equipment, sign language, Braille, etc).

Exceeds OSR Standards

- The connection between spoken communication and written language is demonstrated in multiple ways.
- Children are exposed to various languages or other forms of communication (foreign languages, American Sign Language, Braille).
- Family literacy packs are available for children and families.

C 5. The program is planned and implemented to address sequentially all phases of learning.

Due Date

Partially Meets OSR Standards

- Current lesson plans are on site.
- Religious instruction, activities, and materials are not used during the instructional day.

Meets OSR Standards

- Instruction is based on learning goals in each of the following domains: language and literacy, mathematical, creative, science, physical and social/emotional concepts.
- Lesson plans reflect the developmental needs of the children.
- The contracted curriculum is implemented.

Exceeds OSR Standards

- Lesson plans are individualized.
- Instructional activities are planned to build upon children's participation in field trips or other special experiences.
- Children have opportunities to extend learning activities/projects over a period of time.
- Interests of the children are incorporated into the instructional program.

C 6. Assessment for all children is on-going and includes parental involvement.

Due Date

Partially Meets OSR Standards

- The child assessment procedures reflect appropriate practices for children.
- The assessment tool is supported by anecdotal observations and portfolio artifacts.
- The assessment tool and supporting documentation are maintained on-site for each child.

Meets OSR Standards

- Observations are recorded regularly.
- Information noted in observations documents children's growth and development in all domains.
- Portfolio artifacts document children's growth and development.
- Observations are systematically organized by children's names and domain.
- Documented parent/teacher conferences are offered twice during the school year.

Exceeds OSR Standards

- Observations of children are used in planning instruction.
- Assessment includes information from multiple sources such as parents and additional resource personnel.
- Teachers provide parents individualized information on children's progress throughout the year.
- Portfolios include a variety of media.

Date

Section D: Kindergarten Readiness

☐ **D 1. Various kindergarten readiness activities are planned to ease the transition to kindergarten for children and their families.**

Due Date

Partially Meets OSR Standards

- ☐ Families are assisted in obtaining the required kindergarten documentation.
- ☐ A plan has been developed for an orientation and distribution of the "Ready for School" Kits.

Meets OSR Standards

- ☐ Children have the opportunity to meet kindergarten staff.
- ☐ Transition procedures are discussed with parents during a meeting or through individual contacts.
- ☐ Classroom activities are planned to familiarize the children with kindergarten routines.

Exceeds OSR Standards

- ☐ Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies.
- ☐ The program provides families with hands-on readiness activities for home use.
- ☐ Plans are made to contact former students during the beginning of their kindergarten year.

Project Director/Site Director/Principal Signature Date

Compliance Codes: NA--Not Applicable, NM--Not Met, PM--Partially Meets, M--Meets, E--Exceeds

PREKINDERGARTEN QUALITY ASSESSMENT
Scoring and Definitions

Georgia's Pre-K Program Quality Assessment (PQA) is used to evaluate programs and to identify program strengths and areas in need of improvement. The regional Pre-K consultant will complete the evaluation a minimum of once during the year to assess quality and measure improvement. Teachers, principals and program administrators can also use the PQA as a self-assessment tool to maintain program quality.

Scoring the PQA (Section B, C, D)

Not Met (NM)	Any indicator missing under the first column
Partially Meets (PM)	All indicators under first column
	All indicators under first column, some of indicators under second column
Meets (M)	All indicators under first column and all indicators under second column
Exceeds (E)	All indicators under first column, all indicators under second column and at least half of indicators under third column

*The highest rating for Section A is "Meets" (M).

Definitions and Clarifications

General Definitions

Accessible: Materials are within easy reach of the children and children can freely choose to use materials.
Available: Items are easily brought out for children's use for specific activities or to expand children's play.
Materials are rotated: There are additional materials in storage that are added to centers or switched with current materials.

Section B: Physical Learning Environment

Item

B1. **Materials are in good repair:** The equipment is not broken, pieces are not missing, and/or the furniture is not torn.
Shelves are organized and uncluttered: Items are neatly stored in appropriate areas.

B2. **Variety of media:** There are at least three types of media.
Unique and individual expression: Children have a choice of materials and have created items without teacher direction.
Majority of display: The majority means more than 50%.

B3. **Cozy and inviting:** Some type of softness has been added to the area such as pillows, soft furniture, or stuffed animals.
Flannel board and flannel stories: This item can also be represented by using a magnetic board and magnetic story pieces.

B4. **Puzzles of differing developmental levels:** A variety of types of puzzles can include differing levels of ability such as knobbed or wooden puzzles; puzzles with various numbers of pieces; or table or floor puzzles.
Enough manipulatives are accessible: There are enough manipulatives for each child to fully participate in small group activities.

Measure length, weight, and time: Materials to measure length, weight, and time include scales, balances, rulers, tape measures, hourglasses, or kitchen timers.
Number activities: These activities could include counting the number of children present, setting the table, or counting supplies at lunch time.
Teaching time concepts: Time concepts could be represented by games that have the children starting and stopping on a signal; discussing yesterday, today, and tomorrow; discussing what comes next; or using timers in the classroom.

B5. **Doll accessories**: Doll accessories can include high chairs, doll beds, blankets, bottles, bibs, feeding bowls, infant spoons, diaper bags.

B7. **Blocks are stored on open shelves**: Blocks are stacked on shelves and sorted by shape and size.
Other types of blocks: Additional blocks can include foam, plastic, waffle, or teacher-made blocks.
Real/found materials are included in the area: Real/found materials which can be added to the block center include cardboard boxes, cardboard tubes, paper cups, construction cones.

B8. **Collections of natural items**: Collections can include items such as seashells, rocks, feathers, pinecones, insects, tree bark, fossils, acorns, leaves.
Various resources are used to add information: These resources could include books, posters, pictures, field trips, speakers, or cooking activities.

B9. **A variety of music:** A variety of music may include classical, children's, jazz, Celtic, nature sounds, multicultural, dance, foreign language.
Musical instruments reflect various cultures: Instruments reflecting various cultures include Native American drums, rain sticks, castanets, bongo drums, authentic maracas.

B11. **Classroom is free of safety hazards**: Safety hazards include accessible toxic substances, dangling electrical cords, exposed electrical outlets, broken toys or equipment. When the workbench is used, direct supervision is provided and safety procedures are followed. When the workbench is not in use, the tools and accessories are inaccessible to children.
Children are adequately supervised: Children are adequately supervised in the classroom, on the playground, on field trips, in restrooms, cafeteria, etc.
Teachers model appropriate health and hygiene practices: Adults reinforce good health practices by eating/drinking healthy food items when with the children.
Community resources to reinforce health and safety concepts: Resources to reinforce health and safety concepts can include firemen, policemen, health professionals or other community health or safety workers.

Section C: Instruction and Curriculum

Item

C2. **Actively Involved:** The teachers are actively engaged with the children and materials throughout the day.
Activities are planned to promote group cooperation: These activities include making class books, caring for class pets, cooking activities, painting murals, or completing group projects.

C3. **Non-punitive discipline techniques:** Age appropriate/non-punitive techniques include redirection, problem-solving, or conflict resolution.
Activities to develop social skills: Activities to develop social skills include books to help children understand the feelings of others or activities to encourage appropriate social behavior.

Focus on positive behavior of others: Various ways to focus on the positive behavior of others might include compliment boards or friendship jars.

C4. **Daily opportunities for finger-plays/rhymes**: Finger-plays and/or rhymes promote the development of phonemic awareness and should be documented on lesson plans and/or on the daily schedule.
Language and literacy focused and print rich: Materials are placed in various learning areas to promote the development of language/literacy skills such as labeling of classroom materials, computer keyboards, graph paper, coupons and/or brochures from stores, cookbooks, telephone books, blank forms, appointment books, magazines, blueprints.
Language props: Materials are placed in various learning areas to promote language development such as telephones, dolls, large plastic animals, teacher-made games, puppets, class-made books, wooden or plastic people, or walkie-talkies.
Open ended questions: Open ended questions encourage thinking and reasoning, and encourage children to express their thoughts. There are no right or wrong answers.
Spoken communication/written language connected: Ways to connect spoken and written language include experience charts, recording the children's dictation, class-made books or writing the Daily News.
Adults support language development of children who are learning to speak English: Many items are labeled in English and the child's native language and the daily routine is displayed with photographs or drawings. There are empty food containers labeled in the child's native language in the dramatic play area and the language/literacy area will have books and audio stories in the child's native language.

C5. **Instruction is based on learning goals in each of the following domains**: Over a period of one week, plans should include activities to address skills in each of the developmental areas.
Instruction reflects the developmental needs of children: Lesson plans include activities that are open-ended and allow for individual differences.
Field trips or other special experiences: Special experiences can include inviting community Workers to the classroom, visiting the bookmobile, having parents discuss careers or hobbies, participating in drama or musical performances or providing community services.
Implementation of contracted curriculum: The daily schedule, lesson plans and classroom observation reflect the implementation of the key components of the contracted curriculum.
Extended learning activities/projects: Projects that are completed over a period of time include book making, completing art projects, or building structures.
Incorporating children's interests: Instructional activities are planned based on the children's interests or initiative.

C6. **Assessment tool:** Age appropriate assessment tools include local school system developmental checklists or other curriculum assessments approved by OSR.
Domain: Domains are specific areas of learning including language, mathematical, scientific, creative, social/emotional, and physical development.
Portfolios include a variety of media: To assess children's growth and development, portfolios can include photographs, tapes (audio/video), creative work using a variety of media, writing samples, cutting samples, photographs of 3-D creations, science logs or other manipulative work samples.

D1. **Required kindergarten documentation:** This documentation can include birth certificates, current immunization forms, eye, ear, and dental forms, or other local school system requirements.
Classroom activities to familiarize children with kindergarten routines: Classroom activities for familiarizing children with kindergarten routines can include carrying cafeteria trays, opening

milk cartons and straw wrappers, shoe tying, taking responsibility for classroom activities, learning self-help routines.

Hands-on readiness activities: Activities could include purchased or teacher made hands-on materials that promote parental involvement.

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Equipment, materials, and supplies for each Prekindergarten (Pre-K) class must be appropriate and facilitate a strong educational program. All items must be of quality materials and workmanship and meet the needs of the Pre-K children. Items purchased with Pre-K funds and the items included on this inventory must be available to children and teachers in the Pre-K program throughout the year. **Teachers should not have to use personal funds to purchase equipment, materials, or supplies.**

Once the recommended level of equipment has been reached in all sections then programs can request to use funds to purchase technology related equipment, software, and/or playground equipment. All such purchases require prior approval of the regional Prekindergarten consultant. Providers should refer to the current school year Pre-K Providers' Operating Guidelines critical reporting dates for technology and/or playground expenditure requests.

Georgia's Pre-K Program does not endorse any supplier. All items listed do not have to be purchased at the same time or from the same supplier. Many items can be supplied through other sources including donations. Some items may last one to two weeks, while others may last throughout the year.

This list was designed to assist beginning classes with initial classroom set-up. In most cases, it will not be possible to order all of the items included on this list the first year the class is in operation. **Continuation classes** should use this list as a guide/inventory for ordering, replacing, and replenishing classroom materials.

RATIONALE: Instruction in the Prekindergarten Class consists of a balance of large group, small group, and independently conducted activities. The following rationale was considered when recommending a number of items for the classroom set-up.

A. A small group can range from two to ten (2-10) children depending on the learning goal to be accomplished. Materials must be available for each child in the small group(s) to participate fully in the activity(ies). For the purposes of this list, a small group is defined as five (5) children.

B. All learning centers or areas should be operating during child selected center time. These recommendations are based on approximately two to five (2-5) children in each learning center at one time.

C. These recommendations are based on increasing children's familiarity and awareness of types and categories of people, places, and things in their environment.

D. Materials should be available for each enrolled child to fully participate.

E. Many times an instructional activity can be accomplished with "found", donated or made items. These materials or supplies also add a "real" dimension to the instructional program. This can be a cost saving process for the Prekindergarten program. (A "real and found" materials list is available through your consultant or on the OSR website at www.osr.state.ga.us.)

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Completed by: _____ Date: _____

General Recommended for all areas of the classroom	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Pencils, various sizes	D	30		
Markers, various sizes, basic eight (8) colors and people colors	D	160		
Crayons, various sizes, basic eight (8) colors and people colors	D	160		
Paper, lined and unlined	D	1 ream		
Children's literature books, general and instructional related. (picture, animal, alphabet, word and informational books, nonfiction, repetitive, wordless, nonsense stories, rhymes, etc.)	D	100		
Colored pencils, 24 colors	D	2 packs		

Language and Literacy	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Listening Station	D	1		
Head Sets	A	5		
Big Books	C	36		
Books with cassette recordings of stories	C, E	36		
Flannel Board	D	1		
Flannel Story pieces	A, E	12 sets		
Magnetic Letters, upper and lower case	A	5 sets each		
Magnetic Surface (magnetic board, cookie sheet, etc.)	A	5		
People puppets (representative of the world population)	C, E	10		
Other puppets (animals, creatures, storybook characters, etc.)	C, E	12		
Games (story sequencing, rhyming activities, alphabet bingo, picture/word games, etc.)	D	3		

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Math Concepts Manipulative/Fine Motor	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Colored Cubes	A	250 pieces		
Large Pegs and Pegboards	A	5 boards 150 pegs		
Small Pegs and Pegboards	A	5 boards 500 pegs		
Number Pegboards and Pegs	A	1 set		
Assortment of wooden puzzles (knobbed and interlocking with varying numbers of pieces)	D	24		
Wooden Puzzle Rack	D	2 racks		
Floor Puzzles	D	5		
Games (Dominos, number bingo, playing cards, matching games, counting games, patterning games, sorting games, etc.)	D	3		
Geoboards and bands (elastic, fabric, rubber, etc.)	A	5 boards ample # of bands		
Scales (food, balance, bath, etc.)	A, E	2		
Measuring tools (rulers, tape measures, etc.)	A	5		
Table blocks (small wooden unit-type blocks)	A	100 pieces		
Pattern blocks, Attribute blocks, or Parqetry blocks	A	250 pieces 5 cards		
Time keepers (egg/kitchen timer, hour glass, stopwatch, etc.)	A, E	2		
Sorting/Classification items (dinosaurs, transportation, fruit, bears, buttons, bottle caps, keys, tops, etc.)	A, E	100 pieces of each type 4 types		
Sorting trays/bowls	A, E	5		
Number Cubes or Rods	A	150 pieces		
Magnetic Numbers	A	5 each of numbers 0-9		
Large colored beads and laces, (various shapes and colors, 5 strings)	A	100 beads 5 laces		
Small colored beads and laces, (various shapes and colors, 5 strings)	A	100 beads 5 laces		
Lacing Shapes (various shapes with 5 strings)	A	5		
Interlocking Manipulatives (manipulatives in a variety of shapes and sizes that fit together)	A	250 pieces of each type 5 types		

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Math Concepts Blocks and Accessories	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Large hollow-wood blocks	B	30-50 blocks		
Wood unit blocks, various shapes, standard size	B	250-300 blocks		
Traffic signs	C	12		
Large sized animal collection (zoo, farm, sea, dinosaurs, etc.)	C	10 per kind ·3 kinds		
People figures (representative of the world population)	B	20 pieces		
Large and small vehicles representing work groups (fire truck, dump truck, airplane, ambulance, etc.)	C, B	6		
Additional Blocks (large plastic, cardboard, foam, etc.)	B, E	variety		

Science Sensory	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Sturdy sensory (sand and water) table with top that accommodates four children at one time	B	1		
Sand	B, E	as needed		
Sand/Water Wheel	B	2		
Molds	E	variety		
Bubble Equipment	E	variety		
Assorted small boats	C	6		
Sponges, corks, funnels, and buckets	E	variety		
Scoops, ladles, sifters, strainers, and spoons	B	variety		
Standard Measuring Cups	B	2 sets		
Plastic Bottles/Jars with lids/tops	E	variety		
Small Vehicles (cars, trucks, airplanes, etc.)	B, C	12		

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Science General	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Living habitats (root view farm, frog hatchery, butterfly nursery, ladybug farm, worm viewer, etc.)	D	1		
Living things to care for (plant, pet, etc.)	D	1		
Doctor's Stethoscope	B, E	4		
Gear Building System	B	100 pieces		
Magnets, various shapes and sizes	A, E	variety		
Kaleidoscopes	A, E	5		
Magnifying Glasses	A	5		
Prisms	A	5		
Collection of Natural Items (sea shells, pine cones, feathers, rocks, mineral samples, etc.)	B, E	3 sets		
Binoculars	B, E	5		
Color paddles (variety of colors)	A	15		
Multi-Scale Wall Thermometer	D	1		
Discovery Tubes/Sensory Bottles	A, E	variety		
Games (matching sounds, feely bags, science sequence cards, simple science experiments, health and nutrition games, animal bingo/lotto, etc.)	A	3		

Arts Music	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Record Player / CD Player / Tape Player	D	1		
Records, CDs, or Tapes (children's, classical, jazz, nature sounds, multicultural, etc.)	C	12		
Musical Instruments, variety	D	25		
Rhythm Sticks	D	20 sets		
Hand Bells	D	3 sets		
Props for Dancing/Movement (scarves, ribbons, streamers, bean bags, etc.)	D	25 per prop 2 props		
Materials to Make Instruments	E	variety		

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Arts General	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Paint Easels	B	2-4 spaces		
Paint Cups	B	24		
Brushes, various sizes	B	30		
Liquid Tempera Paint: red, yellow, green, blue, orange, purple, white, black, brown, magenta, turquoise, peach, and people colors.	D	1 gallon per color		
Craft Sticks, regular and jumbo	D	1 box each		
Colored Chalk	D	4 small boxes		
Water Color Paints	A	5 trays		
Dough: red, yellow, green, blue, and orange	D, E	1 container per color		
Non-hardening Modeling Clay: red, yellow, green, blue, and orange	D	1 pound per color		
Dough/Clay Tools (rolling pins, cookie cutters, wooden hammers, etc.)	D, E	variety		
Tissue Paper, various colors	D	80 sheets		
School Glue	D	1 gallon		
Glue Bottles, small and refillable	D	10		
Finger Paint: red, yellow, green, blue, orange, purple, white, black, brown, and people colors	D	2 quarts per color		
Finger Paint Paper, 16x22	D	1 ream		
Construction Paper, 12x18: red, yellow, green, blue, orange, purple, white, black, brown, and people colors	D	2 packs per color		
Easel Paper, 18x24	D	1 ream		
Manila Paper	D	1 ream		
Newsprint Paper	D	1 ream		
Collage Materials: foam, yarn, wooden bits, feathers, beads, buttons, beans, colored rice, macaroni, sequins, glitter, pom poms, pipe cleaners, paper towel tubes, small paperbags, etc.	E	variety		
Child-Safety Scissors, left/right	D	25 pair		
Hole Punch	A	5		

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Arts Dramatic Play	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Wooden Sink	B, C	1 each		
Wooden Stove	B, C	1 each		
Wooden Refrigerator	B, C	1 each		
Wooden Cupboard	B, C	1 each		
Wooden Table and Chairs, child-size	B, C	1 set		
Wooden Clothing Rack	B, E	1		
Ironing Board and Iron, child-size	B, E	1 each		
Mirror	B	1		
Broom and Dustpan, child-size	B, E	1 each		
Mop and Bucket, child-size	B, E	1 each		
Dolls and Doll Clothes (representative of the world population)	B, C	7		
Doll Accessories (bed, high chair, diaper bag, clothes, blankets, etc.)	B, E	10		
Dress-Up Clothes (men, women, community helpers, career, etc.)	B, E	8		
Prop Boxes, theme-related (grocery store, restaurant, doctor's office, dentist's office, veterinarian's office, beauty shop, etc.)	B, E	variety		
Cooking Pots and Pans	B, E	1 set		
Real-Life Food Containers	E	10		
Dishes (plates, bowls, cups)	B, E	4 sets		
Silverware (forks, spoons, knives)	B, E	4 each		
Cooking Utensils (spatulas, ladles, slotted spoons, spaghetti fork, whisk, bulb baster, tongs, egg beater, can opener, potato masher, ice cream scoop, sifters, measuring cups, etc.)	B, E	variety		
Plastic Food (representing all food groups)	A, B	2 sets		
Telephone	E	2		
Clocks (digital, wind-up, watches, wall clock, etc.)	C, E	2		
Cash Register and Play Money	A	1		
Pet Dish and Stuffed Animals	A	2		

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Physical Active/Gross Motor	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tricycles and Scooters, all-terrain	A	5		
Helmets	A	5		
Wagons	A	2		
Parachute	D	1		
Bean Bags, small	D	20		
Balls, various sizes	A	10		
Balance Beam	A, E	1		
Basketball and Hoop	A	1		
Games/Mobile Equipment: (hula hoops, bowling, jump ropes, bats/gloves, potato sacks, plastic construction cones, ring toss, etc.)	A	5		

Physical Construction/Wood Working (optional)	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Workbench with Vice	A	1		
Flex Safety Goggles	B	3		
Tools, child-size (pliers, wrench, hammer, saw, screwdriver, vice)	B	2 of each		
Carpenter's Wood Box or Tool Box	E	1		
Nails and Screws	E	variety		
Wood Scraps	E	variety		
Lock for Tool/Wood Box	E	1		

Office of School Readiness
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Equipment/Supplies	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tables	D	Space for 20 children		
Chairs	D	20		
Adult Seating	A, B	1		
Soft Seating, child-size (library and dramatic play center)	B, D	2 sets		
Cubbies / Lockers	D	1 space per child		
Book Display Shelf	D	1		
Big Book Display Stand /Storage	D	1		
Shelves, block	D	2		
Shelves, storage	D	as needed		
Plastic Containers/Bins for Materials	D	as needed		
Cots/Mats and Sheets	D	20 cots/mats 25 sheets		
Puppet Theater	B	1		
Chart Tablets, blank	D	3		
Chart Stand	D	1		
Area Rugs	D	as needed		

Request for Waiver of Teacher Credential

Submission by Project Director / Site Director only

PRINT CLEARLY

Project Director / Site Director: _____

Legal Name: _____

dba: _____

Mailing Address:

_____

City: _____ Zip Code: _____

Contact Phone Number: _____ E-mail: _____

Directors should review **section 11.0 of the current *Office of School Readiness Pre-K Providers' Operating Guidelines*** for Lead Teacher requirements **before** submitting this request. **All lead teachers must meet these requirements.** You will receive **written notification** of OSR's final determination.

Full Name of Teacher: _____

Teacher SSN: _____ Credential Level Requested: _____

Reason for waiver of guideline requirements: _____

_____

_____

* What degree/diploma does the teacher currently have? Attach a copy of transcript or diploma.

* Is this teacher in the process of upgrading his/her education? Yes ( ) No ( ) Explain.

- Attach a copy of the most recent PQA for the classroom in which you plan to place this teacher.
- Attach legible transcripts indicating completion date and degree awarded to this form.

Mail this completed form and all requested information to:

Office of School Readiness
10 Park Place South, Suite 200
Atlanta, Georgia 30303
404/651-7184 FAX

▼▼▼▼▼▼ **FOR OFFICE USE ONLY - DO NOT WRITE BELOW** ▼▼▼▼▼▼

Date Received: _____ Date Reviewed: _____

Approved: ☐ Certified ☐ 4-year Degree ☐ 2-year Degree/Diploma ☐ Waiver this year only

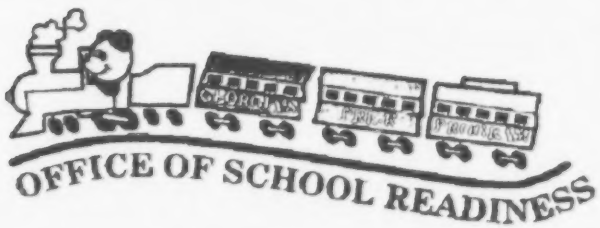
Denied: (Explain) _____

_____

Reviewer: _____

Revised 6/30/03

Appendix E



ACKNOWLEDGEMENT

FOR FIVE-YEAR-OLD CHILD TO ATTEND THE GEORGIA PRE-K PROGRAM

I state that _____,
Child's Full Name Date of Birth

DID NOT ATTEND the Georgia Prekindergarten Program during the 2002-2003 school year.

I understand that if it is discovered that the child listed above did attend the Georgia Pre-K Program and payment was made to a provider by the Office of School Readiness for him/her, I will be responsible for reimbursing the provider listed below for any funds deducted.

_____ _____
Date Signature of Parent/Guardian

Name of Center _____

Address _____

_____

Pre-K Parent Orientation

An orientation for Pre-K parents should be provided within 20 days of the commencement of Pre-K services for children. Use this time to explain the Pre-K Guidelines, school/center policies, and highlight the instructional program. Parents should receive information concerning meal and extended day charges, including charges during time when children are out of school for holidays. OSR recommends that providers explain and have parents sign an understanding of charges for non-Pre-K program days. OSR also recommends that providers not solicit "donations" of materials and supplies, as most parents will consider it a mandate instead of a donation. Listed below are suggested topics for the parent orientation, however, the list is not inclusive and other relevant topics may be added. Remember to keep documentation (agenda, sign-in sheets) of the orientation in on-site program files. An informal session should be provided to parents who do not attend the orientation or who enroll their children later during the school year.

During the orientation, have parents complete the student information form included with the Guidelines that will be used to provide the required information for the 2003-2004 rosters.

Parent Orientation Topics:

- ❑ Introduction of the teaching staff
- ❑ Information on the instructional program and daily schedule
- ❑ 6.5 hour instructional day (specific time for the site)
- ❑ Pre-K school calendar
- ❑ Parental involvement in Pre-K
- ❑ Parent conferences (and method of documenting children's growth and development)
- ❑ Referral process for suspected special needs (speech, behavior, developmental delay)
- ❑ Governor's Book *(Brown Bear, Brown Bear)*
- ❑ All Aboard Newsletters (10 per year for each child)
- ❑ Items to send to school for Pre-K (blanket, extra clothes)
- ❑ Required Documentation
    - Age documentation
    - Proof of residency
    - OSR registration form
    - 3231 (30 calendar days)
    - EED (90 calendar days)
- ❑ Center policies and procedures (illness, closing for inclement weather)
- ❑ Absenteeism or tardiness (OSR policy)
- ❑ Meal fees (site's written fee structure for Category Two children)
- ❑ Before/after care and fees (site's written fee structure, CAPS forms)
- ❑ Fee structure for non-Pre-K Program days (school holidays/vacation)
- ❑ Transportation (if offered from the site) and written fee structure
- ❑ Category One eligibility and documentation
- ❑ Resource Coordination services (if the program has been funded for this)

This is also a great time to show the OSR video and distribute OSR brochures. If the center is an OSR Center of Distinction, take this opportunity to share this with parents.

CAPS
Childcare and Parent Services

GEORGIA LOTTERY FUNDED PRE-K REFERRAL FOR BEFORE/AFTER SCHOOL/EXTENDED DAY

Effective Program Year _____ to _____

Child's First Day of School (Pre-K) _____

Name of Pre-K School/Location _____

Site Address _____ County _____

List the name(s) and Social Security Number(s) of each parent or responsible adult living in the household:

1. _____ SSN# _____
2. _____ SSN# _____

Parent/Responsible Adult's Address _____

Responsible Adult's Day Time Phone # (_____) _____ County of Residence _____

Name and SS# of child(ren) enrolled in Pre-K _____

Is either responsible adult's name on DFCS' child care waiting list? ❑Yes ❑No If yes, give name _____

Is either parent/responsible adult working? ❑Yes ❑No If yes, give name(s) _____

Days and hours at work: _____ (Days) _____ (Hours) Total Hours (per week) _____
EXAMPLE: (Monday - Friday) (10 a.m. - 6 p.m.) (40 hours)

Income before deductions for responsible adult(s): $_____ ❑Weekly ❑Every Two Weeks ❑Twice a Month ❑Monthly

Is the parent/responsible adult in school? ❑Yes ❑No If yes, give name(s) _____

(SEE EXAMPLE ABOVE) Days and hours at school _____ (Days) _____ (Hours) Total Hours (week) _____

Is either parent/responsible adult in training? ❑Yes ❑No If yes, give name _____

(SEE EXAMPLE ABOVE) Days and hours at training _____ (Days) _____ (Hours) Total Hours(week) _____

Does either responsible adult receive any of the following? (Check all that apply):

❑ Cash Assistance (TANF) ❑ Medicaid ❑ Food Stamps ❑ None

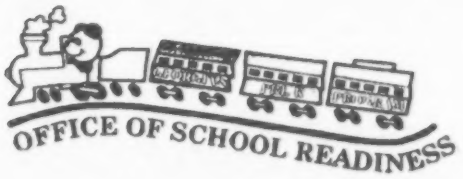
Who do you want to provide before/after school care? _____
(ONE PROVIDER ONLY)

_____ _____ (_____)_____
Signature of Parent/Responsible Adult Date Area Code Telephone Number

_____ _____ (_____)_____
Signature of Pre-K Provider Representative Date Area Code Telephone Number

NOTE: THIS REFERRAL MUST BE MAILED (POSTMARKED) OR HAND DELIVERED TO THE DFCS OFFICE IN THE COUNTY WHERE THE FAMILY LIVES WITHIN FIVE (5) CALENDAR DAYS OF THE CHILD'S FIRST DAY OF SCHOOL OR AS SOON AS ENROLLMENT IS KNOWN. THIS FUNDING IS FOR 36 WEEKS (180 SCHOOL DAYS) OF THE PREKINDERGARTEN SCHOOL YEAR.

FOR DFCS PURPOSES ONLY: ❑No further action taken. Screening shows family is potentially ineligible.



Pre-K Student Information

Please Print Clearly – Use name from birth certificate

Last Name	First	Middle Initial
Social Security #	Date of Birth (M/D/Y)	Gender
___ – ___ – ___	___ / ___ / ___	( ) M ( ) F
Date enrolled in Pre-K (M/D/Y)	**If different from birth certificate, name student is called**	
___ / ___ / ___		

1. Please check the race/ethnicity of your child

- ☐ Asian or Pacific Islander
- ☐ African-American
- ☐ Hispanic
- ☐ Native American
- ☐ White
- ☐ Multi-racial

2. What is your child's primary language?

- ☐ English
- ☐ A language other than English

3. Does your child have an IEP?

- ☐ Yes
- ☐ No

4. Does your child receive any of the following services?

- ☐ Food Stamps
- ☐ SSI
- ☐ Medicaid
- ☐ Temporary Assistance to Needy Families (TANF)
- ☐ PeachCare for Kids

Parent/Guardian Signature Date

BEST COPY AVAILABLE

2002-2003 Year End Reconciliation Report

Legal Name: _____

DBA: _____

Address: _____

_____

Attn: Pre-K Project Director

Start-up Reconciliation:

1	Total Start-up payments:	
2	Total Start-up purchases:	
3	**Start-up balance:**	

Monthly Pre-K Contract and Roster Payments Reconciliation
Expenditures/Direct Costs

4	Instructional Supplies and Materials:	
5	Instructional Other (field trips etc.):	
6	Stationary Playground Equipment: **(Attach Approval Letter)**	
7	Computers: **(Attach Approval Letter)**	
8	Food:	
9	Lead Teacher Salary:	
10	Lead Teacher Benefits:	
11	Sub-Lead Teacher Salary:	
12	Assistant Teacher Salary:	
13	Assistant Teacher Benefits:	
14	Other Employees:	
15	Other non-instructional costs:	
16	**TOTAL DIRECT COSTS:**	

Example

BEST COPY AVAILABLE

Resource Coordination Services (RC) Costs:

17	RC Salary:	
18	RC Benefits:	
19	Office Supplies for RC services:	
20	RC events/family coordination seminars:	
21	RC Admin Cost **(may not exceed 6% of RC Grant*)**	
22	Other (specify):	
23	**TOTAL RC SERVICES:**	

Administrative Costs:

24	Director's Salary:	
25	Office Supplies:	
26	Bookkeeping/Clerical:	
27	Royalties:	
28	**TOTAL ADMIN COSTS: (May not exceed 6% of Pre-K Payment*)**	

Totals

29	Total monthly Pre-K Payment* **and** RC Grant*:	
30	Total expenditures: (Add lines 16, 23, 28)	
31	**Balance**	
32	**Amount Due OSR**	

I certify that the above is a correct accounting of disbursed Prekindergarten funds. All documentation for the above information is on file and available for verification.

Signature Title Date

*See 2002-2003 Company Payment History. Consider Special Adjustments where applicable.

Example

BEST COPY AVAILABLE

Office of School Readiness Staff Development Plan Form 2003-04

Center/School Information

Name of Center or School:
Address:

Telephone:
Contact Person:

Name of Approved Curriculum:

Staff Development Plan

Program Title:

Area of Instruction:

Level of Instruction:

Who will attend:
__ Lead Teacher
__ Assistant Teacher

Total Contact Hours:

Date(s) of Training:

Type of Training (check all that apply):
____ Group
____ Individual
____ School

Date Training Completed:

Instructor(s)/Facilitator(s) name(s):

Location of Training:

Purpose of the Course
Briefly describe the goal of the course:

Course Description/Activities:
Briefly describe instructional activities, include dates, course title, and contact hours or attach a training agenda or schedule

Improvement Practices Implemented by Participants:
Briefly describe what practices participants will demonstrate

Competencies Necessary for Implementing Improvement Practices:
Briefly describe what competencies participants will demonstrate

Mastery Verification:
Briefly describe how participant mastery of course goals will be verified

__ Mastery Verification
__ On-the-job Verification

Person responsible for verification:

Date Submitted:

Date Approved by OSR:

SAMPLE

Office of School Readiness Staff Development Plan Form

Center/School Information

Name of Center or School: WaterColor Child Care Learning Centers, Inc.
Address: 200 Boardwalk Way
Atlanta, Georgia 30307
Telephone: (404) 123-4567

Contact Person: Rebecca Waters

Name of Approved Curriculum: WaterColor Learning Curriculum

Staff Development Plan

Program Title: Implementation of WaterColor Learning Curriculum

Area of Instruction: Developmentally Appropriate Practice for four-year-old classrooms

Level of Instruction: Pre-K

Who will attend:
__X__ Lead Teacher
__X__ Assistant Teacher

Total Contact Hours: 10

Date(s) of Training: August 2, 2003 – September 30, 2003

Type of Training (check all that apply):
X Group
___ Individual
X School

Date Training Completed: September 30, 2003

Instructor(s)/Facilitator(s) name(s):

Angela K. Nelson
Charles M. Waters

Location of Training: Continuing Education Center, WaterColor Inc.
200 Boardwalk Way
Atlanta, GA 30307

Purpose of the Course
Briefly describe the goal of the course:
To provide teachers with teaching skills and strategies to support implementation of the WaterColor Learning Curriculum in accordance with the requirements set forth by OSR Pre-K Program.

Course Description/Activities:
Briefly describe instructional activities, include dates, course title, and contact hours or attach a training agenda or schedule

1. August 2, 2003	10:00 - 12:00	Language and Literacy Center Time Angela Nelson
2. August 2, 2000	1:00 - 3:00	Math in Everyday Instruction Angela Nelson
3. September 6, 2003	10:00 - 12:00	Incorporating the Arts Charles Waters
4. September 6, 2003	1:00 - 3:00	Use of Positive Discipline Charles Waters
5. September 15, 2003	10:00 - 12:00	Assessments as Part of the Teaching Day Charles Waters

Improvement Practices Implemented by Participants:
Briefly describe what practices participants will demonstrate

After course completion, Pre-K staff will be proficient in use of WaterColor Learning Curriculum and will offer developmentally appropriate instruction in their Pre-K classrooms.

Participants will:

1. Learn developmentally appropriate practices related to the WaterColor Learning Curriculum
2. Learn how to adapt the WaterColor Learning Curriculum to OSR Pre-K Learning Goals
3. Learn how to use positive discipline in the classroom
4. Learn how to individualize curriculum for each child
5. Learn how to conduct appropriate child assessments

Competencies Necessary for Implementing Improvement Practices:
Briefly describe what competencies participants will demonstrate

Participants will:

1. Demonstrate appropriate use of each curriculum component
2. Create a theme-based individualized lesson plan for evaluation
3. Demonstrate their ability to use the WaterColor Learning Curriculum effectively in preparing daily lesson plans for their Pre-K classroom

Mastery Verification:
Briefly describe how participant mastery of course goals will be verified

Participants will be assessed on accurate responses to written questions following the course and observed in their classrooms.

_X_ Mastery Verification
_X_ On-the-job Verification

Person responsible for verification: Rebecca Waters

Date Submitted: June 15, 2003

Date Approved by OSR:

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

p2031707